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ABSTRACT

The curriculum is intended for slow learning students in grades 9-12. An introductory section reviews needs and characteristics of these students as well as suggestions for general teaching approaches. Subsequent sections are devoted to consideration of objectives, learning activities, resources, and materials for the following topics: art, English, writing, home economics, human studies, organizational studies, physical education, resource math, (with practical applications in everyday living situations), basic math, science, social studies, American studies, and vocational education (for students with significantly below grade level reading). (CL)

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LEVEL 1
CURRICULUM

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This Curriculum is dedicated to
William G. Mayo, who from the very beginning supported
the concept of Level One. His understanding of the
needs of Level One students and his continued support
of the faculty who teach these students
deserves special mention and
an expression of our gratitude.

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"Children Learn What They Live"

Dorothy Law Nolte

INTRODUCTION

Portsmouth High School has four ability levels (1, 2, 3, 4) within each of the required subject areas (English, social studies, etc.) The following curriculum has been written for "Level 1" students entering Portsmouth High School who, typically, are those students who are slow learners, have low ability, need academic support and may or may not have low motivation.

This curriculum has been designed by the teachers who will be teaching Level 1 classes. (A complete description of individual courses can be obtained from the course catalog.)

A needs assessment has determined the need for a coordinated effort between teachers to design and provide a special curriculum for the slow learning students. Students are referred by other classroom teachers and Guidance personnel during the school year. Within the Level 1 curriculum there are also those students who are educationally handicapped and on IEP's who may be integrated into all academic and vocational courses.

There has been an attempt to keep the curriculum format consistent from teacher to teacher. The purpose of this is that similar topics and related vocabulary, etc., can be presented concurrently within different subject areas, although this may vary in several instances due to course content. Materials and lessons are provided to accommodate all learning styles.

Information is presented visually and orally. Most content involves students and allows them to participate as an active learner to the maximum extent rather than as a passive listener. All students are graded according to their own progress within the curriculum, not in comparison to the entire group.

There are many options and alternatives for students within each Section of the curriculum, as the reader will become aware. The primary purposes of this curriculum are:

- A. To provide a positive and successful school experience for each student by starting at a level at which they can succeed.
- B. To develop the knowledge, skills, attitudes and emotional understanding essential for earning a living and surviving in the community.
- C. To teach respect and cooperation.

- D. To promote an occupational interest emphasizing appropriate job skills necessary for successful and continued employment.

Evaluation of student progress will be accomplished by classroom teachers, guidance counselors and the Special Education staff. Progress will be evaluated utilizing student questionnaires, pre- and post- tests, behavioral checklists, progress charts, informal and formal examinations, student observations, several other individualized and/or standardized assessment techniques and goals and objectives as outlined on the student's IEP. It is also imperative that all Level 1 teachers meet on a regular basis to evaluate the Level 1 curriculum, and it will be necessary to periodically update some of the course material.

In order to understand more clearly the slow learning student and what some of their specific needs might be, below are some general characteristics of the slow learning student. Slow learning students are more like than different from ordinary students. They are often characterized as follows:

Intellectually they have:

1. a limited capacity to learn
2. academic achievement ranging from third through sixth grade at the age of eighteen
3. difficulty in engaging in abstract thinking
4. difficulty in handling symbols associated with reading, writing, and arithmetic
5. a reduced ability to see relationships between cause and effect
6. simple and superficial understandings rather than understandings which are characterized by complexity and depth
7. limited ability to solve problems
8. difficulty in generalizing and transferring knowledge
9. trouble in expressing thoughts verbally and in writing
10. reduced ability to profit from incidental learning

Emotionally they:

11. frequently have depreciated self-concepts
12. frequently do not recognize their strengths and weaknesses in the performance of tasks, in solving problems, or in getting along with others
13. often are immature

Socially they:

14. often use inappropriate means of adjustment
15. sometimes come from underprivileged neighborhoods and homes
16. often have difficulty in forming friendships with their peers
17. have some difficulty in participating, understanding, and meeting everyday situations
18. often have difficulty in following and practicing certain common customs and amenities
19. tend to come from families which change residence frequently
20. often have reduced experiences upon which to base academic learning

Physically they:

21. have a high incidence of handicaps
22. often have inferior motor co-ordination
23. have a high percentage of speech defects
24. have a high incidence of anomalies which detract from appearance

In addition they:

25. generally have had poor experiences in school
26. frequently have experienced failure in school
27. often have adjustment problems in school
28. often come from families who do not place a high value on education

The differentiating characteristics listed above must be interpreted cautiously. They do not apply in every instance nor in the same degree to all slow learning children.

The Level 1 curriculum attempts to:

1. emphasize the slow learning child's nature and needs
2. take account of the demands society places upon each of its members as expressed in problems associated with daily living
3. provide opportunity for scope and sequence for those skills, understandings, habits, and attitudes to be learned
4. provide for the development of an instructional program which has purpose, meaning, and utility for children at each stage of their development
5. provide concrete help for teachers in identifying needs of children, setting instructional goals, and developing meaningful learning experiences

Students are encouraged to enroll in all Level 1 academic and vocational programs as well as participate in extracurricular activities, which are numerous at Portsmouth High School. For students who are capable, there are courses within the business and industrial arts curriculum that they can choose to enroll in.

This curriculum is designed to meet the needs of students who are identified for the program as they leave the junior high school and need specialized instruction in grades 9, 10, 11, 12.

I would like to acknowledge the dedication and assistance of all Portsmouth High School teachers of Level 1 students, who are concerned with providing an appropriate and meaningful education for all students. Their commitment to Level 1 is greatly appreciated by everyone. Also Susan Anderson, who has worked very diligently to improve all programs.

Bob Lister
Winter 1984

In speaking with experienced teachers of Level 1 students, we find many similar observations of the behavior of students in this Level, and, subsequently, similar types of teaching strategies.

One of the most important considerations for these students is that they are normal, slow-learning students. Less than half have Individualized Education Plans. These students are generally successful in a vocational program and go on to work and live independently.

BEHAVIORS OBSERVED

Students are anxious to "please" in a younger-child sort of way.

Students have an optimum attention span of about 20 minutes.

Students need time at the beginning of the class to "prepare" for the class and at the end to "finish" for the day.

Students respond well to activities in which the class participates together.

Students appropriately placed in Level 1 are comfortable there - both with their peers and with the type of work presented.

Students need structure and discipline - they need to know what to expect.

Students do not adapt quickly or easily to changes.

Students do much better in academics during the first few periods of the day, both in their ability to attend to task and their behavior.

TEACHING STRATEGIES

- Give directions in a simple and concrete manner. They should be presented both orally and visually and examples given.
- Repeat directions and encourage questions.
- Provide a predictable, weekly routine. That is, the same type of activity every Monday, etc.
- When teaching something technical, e.g. grammar, "catchwords" are not necessarily helpful. Students can learn the concept and correct usage of language without defining subordinate clause or compound/complex sentence.
- Students need traditional rules and structure: be on time to class, don't speak out, be prepared (pen, pencil, notebook, homework).
- Recognize/reward this good behavior (above) in some way: verbally, special privileges.
- Remember the "younger-child" aspect of these students' behavior: they respond enthusiastically to challenges/projects resulting in a winner (and, perhaps, a prize).

— Given their optimum attention span, two or three organized/sequential activities per day should be prepared - with the flexibility to continue or change any given activity.

— One-to-one attention is important and is often done when students are working independently and the teacher is free to walk around the room.

Academics are most successful when they are relevant, e.g. using contemporary issues that are close to home; reading local papers; reading stories with social issues similar to those they face growing up; dealing with consumer issues in math.

One of the most important strategies, and also the most difficult to define, is the personal touch which makes all the difference with these students.

art

All art classes are composed of students with varying levels of skill and ability and may include level one, average and above average students. There are performance indicators for each course, and students demonstrate their progress by meeting these indicators. By varying the indicators, instructors are able to allow for individual differences at all levels of ability.

There are twelve art courses taught in thirty sections at Portsmouth Senior High School. A common purpose underlies the entire program and should preface each course as follows:

ESSENTIAL STUDENT OUTCOME: Students will become increasingly aware of the nature of art.

PERFORMANCE INDICATORS: Students can demonstrate this growing awareness by:

1. being receptive to new ways of seeing things,
2. acknowledging that each individual has a unique interpretation to bring to the world of art, and by thinking, feeling, and acting creatively with visual arts materials,
3. indicating that art is not merely a recording of what is seen,
4. realizing that composition is the foundation of all art whether representational or highly individualized,
5. understanding that while the elements of art and the principles of design unite to create a "timeless language of art," the content and media change continually to express the times to which art gives expression,
6. producing works that are relevant to:
 - the world he/she knows,
 - the kind of life he/she leads,
 - reflection of the now,
7. using their art to communicate:
 - by self-analysis (does the student feel his/her thoughts have been successfully projected?)
 - as indicated by response of classmates both individual and group,
 - by acceptance in the larger community,

8. development and application of the "form follows function" concept in design,
9. care and respect for tools and materials,
10. understanding that art contributes to our language and by using art terms correctly,
11. realization that in the world of the mature artist, emphasis shifts from the working process to skills and techniques as they affect the end product and by striving to perfect their individual skills and techniques.

Art Courses

Introduction to Art
Beginning, Intermediate and Advanced Drawing and Painting
Printmaking
Sculpture
Ceramics - handbuilding
Ceramics - wheel throw
Independent Art
Photography
Crafts
Art Appreciation

A primary aim of art education for the senior high school student should be to help him/her to be able to participate in and enjoy aesthetic experiences in the natural world, in works of art, and in the creation of personal art expressions. The ability to become personally and directly involved in such experiences provides personal growth and sensitivity which can enrich and deepen everyday life.

english - grade 9

Level 1 English is a remedial course designed for students whose reading and writing skills are well below grade level (usually in the second to fourth grade range). The work and materials for the course are very practical in nature and emphasize survival skills. Level 1 includes units in such areas as: following directions, the telephone book, and the world of work. The course also stresses the development of responsibility and students monitor their own attendance, tardiness, behavior, etc., (all of which go into the students' grades) by filling in daily "check-off" sheets.

Level 1 students tend to be less sophisticated and certainly less street-wise than other students in their grade. They are usually fairly well motivated and have a positive attitude toward school. Level 1 is not for students who have a poor academic record due to truancy, lack of motivation, or severe behavior problems.

STRUCTURE AND PROCEDURE

Grading

25% - tests and quizzes

25% - daily "sign-in" sheets (See sample sheet.)

25% - daily classwork and homework (Homework is usually given two to three times a week.)

25% - individual reading

Students will work toward attaining ten points per term by reading books, short stories, plays, magazines or newspaper articles on their own. Small items are worth one point, while stories of fifty pages or more are worth three points. Students will fill out a report form on which they will answer questions and look up unfamiliar vocabulary from their reading. Points will be charted as follows:

	Term 1									
	1	2	3	D		C		B		A
	4	5	6	7	8	9	10			
S. Jones	X	X	X	X	X	X	X			
Y. Smith	X	X	X	X	X	X	X	X	X	
P. Clark	X	X	X	X						

This portion of the course allows students some freedom in selecting what they read and helps to develop responsibility because they set their own pace, establishing their own deadlines within the ten-week term. They decide whether to take things gradually (by getting a point a week), wait until the last minute (rushing to get points at the end of the term), or elect to do no individual reading at all. Students are able to keep track of their own progress on the chart.

SAMPLE WEEK

To keep up the interest level of the students, activities must be diverse. On the other hand, Level 1 students usually like the security of knowing what is happening in class on any particular day. In view of these two points, activities will be different on each day of the week, but the pattern of each week will remain constant. For example, quizzes will only be given on Fridays. There will be no surprise quizzes on any other day.

The following is a sample week. Most weeks will follow the same pattern.

- Monday - 1. Return tests from Friday. Students may correct these (extra credit) for Tuesday.
2. Introduce new vocabulary. Give students the weekly "bonus word" (Ex. congenital). If they find the meaning by Friday's test, it will be worth three points to them.
3. Introduce, do and discuss an exercise from one of their books to begin this week's theme. (Ex. Real Life Reading Skills)
*A description of these materials will be given later in the curriculum.
4. Assign pages in Real Life Reading Skills for homework.

Tuesday

1. Collect corrected tests and homework.
2. Introduce story and workbook exercises from the SRA series The Job Ahead.
3. Students will work on this material in class and may get individual help.

Wednesday - "Anything Can Happen Day"

(filmstrip, slides, guest speaker, trip to library; guidance, news article, etc.) Often a writing assignment will follow.

The Wednesday activity is often related to the particular unit or story we're dealing with that week.

Example: guest speaker from Social Security
filmstrip - "You and the Law"

Thursday

1. Return Monday night's homework (graded) and discuss.
2. Return Tuesday's classwork (graded) and discuss.
3. Tie together any "loose ends" from Wednesday.
(a discussion, read some of the writing assignments, etc.)
4. Review vocabulary.
5. Remind students of bonus word and show some interesting articles that have been in the news lately. These could be used for students' individual reading.
6. Homework
Students should study for Friday's test and bring in something to read (for their individual reading points) in case they finish the test early.

Friday

1. Test (An optional ten-point bonus page is part of the test for those students who want to strive for a bit more. This includes the bonus word and could contain some more difficult questions on the weekly work or film-strip. Questions on current events might also appear on the bonus page, offering incentive for students to keep up with the news.)
2. Students will work on their individual reading (for points) if finished early.

CONTENT

TERM 1

SIGNS, LABELS, AND DIRECTIONS (4 weeks) Countdown chapter 1
Real Life Reading Skills sections 1 & 2

MAIL ORDER FORM AND OTHER SELECTED EXERCISES FROM:
(2 weeks) Real Life Reading Skills section 3

THE DICTIONARY (1 week) Real Life Reading Skills section 4

WHERE WORDS COME FROM (2 weeks) foreign words, prefixes, suffixes,
compounds, synonyms, antonyms,
homonyms, brand names, etc.

SELECTIONS FROM: Word Power section 1
The Job Ahead (stories 1-10)
Understanding English, English That We Need

TERM 2

MAPS, CHARTS, GRAPHS, SCHEDULES (3 weeks)
Real Life Reading Skills section 4

IMPROVING WRITING (2 weeks) combining sentences, homonyms and usage, misplaced modifiers, better action words, details, comparisons, personification

READING SKILLS (4 weeks) Countdown (all but section 1) and various short stories

context clues, main idea, sequence, predicting the outcome of a story, exaggeration, etc.

SELECTIONS FROM: Word Power section 2
The Job Ahead
Understanding English, English That We Need

TERM 3

THE TELEPHONE BOOK (3 weeks)

WRITING NOTES AND LETTERS (3 weeks)

THE NEWSPAPER (4 weeks) This unit includes section 5 in Real Life Reading Skills

SELECTIONS FROM: Word Power section 3
The Job Ahead (stories 21-30)
Understanding English, English That We Need

TERM 4

CAREER UNIT (4 weeks) The Jobs Book

CONSUMER UNIT (4 weeks) Real Life Reading Skills section 6
actual labels, order forms, guarantees, etc.

SELECTIONS FROM: Word Power section 4
The Job Ahead (stories 31-40)
Understanding English, English That We Need

VOCABULARY

TERM 1

adept	pediatrician	authorized dealer	account number
obsolete	anesthesiologist	dilemma	credit
impede	surgeon	compel	C.O.D.
yield	optometrist	malfunction	arrogant
resume	orthodontist	curtail	feasible
zone	gynecologist	excess	fee
flammable	cardiologist	accurate	item #
loitering	obstetrician	omission	M.O. (money order)
exasperated	radiologist	original	frugal
prohibited	dermatologist	retain	unit price
automatic	chronological	ailment	prefix
confidential	horizontal	perjury	suffix
fragile	vertical	current	compound
immerse	diagonal	infraction	guide words
inhale	century	revoked	synonym
manual	coed	signature	antonym
perishable	intersect	valid	homonym
antidote	obscure	authorize	italics
external	simultaneous	previous	syllable
sterile	continuous	title	accent mark

VOCABULARY

TERM 2

C.P.A.	felony	libel
D.D.S.	misdemeanor	slander
M.D.	anonymous	gullible
brand name	alleged	precise
generic name	moral	siblings
essential	adverse	humane
revenue	depreciate	insolent
synthetic	apt	evicted
fatal	alias	concurrent
autopsy	alibi	reimburse
disperse	abandon	biography
budget	influence	consent
estimated	pledge	fiction
miscellaneous	independent	topic
destitute	assail	autobiography
maneuver	accessible	summary
fluctuate	elderly	convert
graph	compatible	evade
legend	maintain	encounter
scale	appeal	sequence

VOCABULARY TERM 3

operator	heading	local
directory assistance	salutation	national
area code	greeting	international
exchange	inside address	classified section
fraudulent	body	editorial
install	closing	financial
collect call	signature	horoscope
annoyance call	indent	obituary
local call	formal	citation
directory	informal	unidentified
logo	R.S.V.P.	basic
800	chamber of commerce	biased
person-to-person	sympathy	chairman
station-to-station	enthusiastic	committee
toll call	appropriate	in favor of
remit	reception	petty
rate	require	editorial cartoon
residence	hospitality	negotiate
estimate	respond	theory
dial tone	metered mail	adjourn

VOCABULARY

TERM 4

à la mode	defective	vocational education	interview
à la carte	entitle	maiden name	salary
entrée	guarantee	flexible	fringe benefits
supper du jour	inferior	clerical	pension
appetizer	prepaid	apprenticeship	employment agency
parfait	warranty	commission	gross pay
menu	annual	employer	net pay
reservations	down payment	employee	deductions
gratuity	affidavit	personnel department	widow
buffet	annulment	beneficiary	commensurate
finance charge	gram	aptitude	ample
consumer	per	civil service	clearance
dimensions	unit	survey	limited
closeout	lb.	reference	optional
instalment	oz.	dismissal	quantity
indebtedness	kilowatt	disability	remnants
polyester	endorse	spouse	bachelor
Perma-Prest®	speculate	qualifications	efficiency apartment
unauthorized	depreciate	discriminate	sublet
media	commercial use	equal opportunity employer	utilities

DESCRIPTION OF MAJOR MATERIALS

SRA The Job Ahead and workbook

This text contains short stories dealing with all aspects of getting and keeping a job. (Sample titles: "First Real Money", "You're Fired") The workbook contains exercises to improve reading skills, and these too are related to the world of work.

Real Life Reading Skills

This workbook from Scholastic forms the basis of the course. As the title suggests, it contains actual vocabulary and forms from real life situations (applications, credit forms, menus, graphs, charts, schedules, etc.).

The Jobs Book

This workbook from Scholastic forms the basis of the unit on careers. Set up in the form of Real Life Reading Skills, it explores every aspect of working, from finding what you want to do in life, to spending your first paycheck.

Word Power

a collection of puzzles and word games

Countdown

This is a workbook that deals with all aspects of basic reading skills. It aids the student in study skills that he could apply to other courses.

Understanding English

This is a comprehensive worktext designed to assist the student in the mechanics of the English language and the practical application of its everyday usage.

English That We Need

This worktext offers instruction in simplified comprehension of certain elements of grammar (capital letters, punctuation, contractions, etc.).

MISCELLANEOUS

Scope magazine, films, slides, newspapers, actual labels, guarantees, phone bills, the phonebook, etc.

GRADE 9

SAMPLE SEMESTER EXAM

Mid-Term #9806711

Name:

Date:

I. Listening Exercise (5 points)

Listen carefully to the story, "A Name on the Wall," and answer the true and false questions. (Circle the correct answer.)

- | | |
|------|-------|
| true | false |
| true | false |
| true | false |
| true | false |
| true | false |

II. Correct Usage (5 points)

Circle the correct answer in each set of parentheses.

(To, Too, Two) birds flew (to, too, two) close to the house.

(It's, Its) only 3 o'clock.

(There, Their, They're) going to need help.

(Are, Our) new house is yellow.

III. Using Context Clues (3 points)

In each sentence, circle the answer closest in meaning to the underlined word. Use clues in the sentences to find the answers.

- No one could get near his fetid gym locker. There were clothes in there that hadn't been washed for months.
a) crowded b) smelly c) old
- Even though my grandmother is 98, she's still quite lucid and understands everything you say.
a) clear-minded b) happy c) athletic
- He was known for his avarice. He wanted everything he saw.
a) height b) greed c) wealth

Sequence

Here is a joke. The lines are not in the right order. Decide which sentence comes first and put a 1 before it. Put a 2 next to the sentence that should come second and so on.

- ___ "Yes," said the barber.
- ___ "Well, that can't do any harm."
- ___ A man went into a barber shop.
- ___ "Well, my wife thought it was furniture polish," said the man, "and she used it on all the furniture."
- ___ He asked the barber, "You know that hair grower you sold me?"
- ___ "Oh yeah? What do you charge to shave a piano?"

Unscramble the following sentences and write the words in their correct sequence.

- a) Fred fed sloppy habits with his eating and I'm up.
- b) the nervous teacher kept me calling up because my hand wasn't on when she made me.

Sentence Combining

In each numbered item, combine the shorter sentences into one longer one.

- 1. The cat is red. The cat is angry. I don't love the cat.
- 2. She does well in math. She does well in English. She does well in French. She even studies on Sunday morning.

Following Directions (10 points)

Use the following recipe to answer the questions below.

Brownies

2 squares chocolate

2 eggs well beaten

1 cup butter

1 tsp. salt

1 3/4 cup flour

1 tsp. baking powder

3/4 cup sugar

chopped walnuts if desired

Combine chocolate and butter in saucepan. Melt over low heat. When slightly cool, add sugar. Mix well. Combine flour, baking powder and salt. Set aside. Add beaten eggs to chocolate mixture, beat well. Add dry ingredients to chocolate mixture, a little at a time. Mix well. Add chopped nuts (optional). Bake in 9" x 9" square pan (well greased and floured) at 350° for 35 minutes.

1. List 2 dry ingredients in this recipe.
2. Are chopped nuts required?
3. Name a kitchen appliance needed to make this recipe.
4. How long must the brownies cook?
5. Is baking soda required in the recipe?
6. What does "combine" mean in line 1?
7. What does "optional" mean in line 6?
8. Name 2 utensils (example: bowl) needed for this recipe.
9. How much chocolate do you need for the recipe?
10. What must you do to the eggs before adding them to the chocolate mixture?

- | | |
|--|------------------|
| _____ happening before now | a. humane |
| _____ happening now | b. consent |
| _____ price of one item | c. autobiography |
| _____ possible; capable of happening | d. D.D.S. |
| _____ slanted writing to make words
standout on a page | e. previous |
| _____ artificial; man-made | f. fiction |
| _____ a dentist | g. fatal |
| _____ necessary; must have | h. biography |
| _____ causing death | i. maneuver |
| _____ scatter; spread around | j. current |
| _____ kind; will treat others well | k. disperse |
| _____ correct order | l. unit price |
| _____ move with skill | m. topic |
| _____ exact; definite | n. essential |
| _____ examination of a dead body | o. synthetic |
| _____ story of a person's life
(written by that person himself) | p. feasible |
| _____ story of a person's life
(written by someone else) | q. autopsy |
| _____ agree to; allow | r. precise |
| _____ not true | s. italics |
| _____ subject matter; what something is about | t. sequence |

- ___ system to organize money
- ___ near to; not exact
- ___ large crime
- ___ small crime
- ___ rude; disrespectful
- ___ claimed; without proof
- ___ ready to believe anything
- ___ to pay back
- ___ false name
- ___ an excuse saying you were somewhere else
- ___ able to get along well together
- ___ go down in value
- ___ attack
- ___ old
- ___ easy to reach
- ___ reach out; ask for help
- ___ hurting a person's reputation with spoken words
- ___ hurting a person's reputation with written words
- ___ brothers and sisters
- ___ to leave or run off from something or someone

- a. abandon
- b. alias
- c. alibi
- d. assail
- e. insolent
- f. libel
- g. slander
- h. appeal
- i. siblings
- j. accessible
- k. compatible
- l. depreciate
- m. alleged
- n. reimburse
- o. misdemeanor
- p. gullible
- q. felony
- r. estimated
- s. elderly
- t. budget

VOCABULARY MATCHING ($\frac{1}{2}$ point each)

- | | |
|--|-----------------|
| ___ will burn | a. radiologist |
| ___ private | b. signature |
| ___ will break | c. sterile |
| ___ put into water | d. immerse |
| ___ will spoil or go bad | e. century |
| ___ acts against poison | f. horizontal |
| ___ on the outside | g. vertical |
| ___ very clean; germ free | h. coed |
| ___ children's doctor | i. flammable |
| ___ eye doctor | j. perishable |
| ___ works with X-rays | k. impede |
| ___ delivers babies | l. malfunction |
| ___ 100 years | m. pediatrician |
| ___ allowing both male and female | n. antidote |
| ___ together; at the same time | o. obstetrician |
| ___ hold back; slow down the progress of | p. optometrist |
| ___ your written name | q. external |
| ___ stop working properly | r. simultaneous |
| ___ | s. confidential |
| ___ | t. fragile |

Skim these articles from the sports page of a magazine to find the answers to the questions. (You should be able to do this within five minutes. Your teacher will stop you then.)

THREE-TIME WINNERS

Two women athletes won their Olympic events three times in a row. Dawn Fraser, the great Australian swimmer, won the 100-meter freestyle in 1956, 1960, and 1964. Sonja Henie, of Norway, won in figure skating in 1928, 1932, and 1936.

1. Where is Dawn Fraser from? _____
2. What event was Sonja Henie in? _____

"MR. FULLBACK": MAN OF MANY RECORDS

The pro gridirons are cooking with fast, strong runners. But face it, none of them is Jimmy Brown.

The big fullback hung up his cleats a few years ago. But he shouldn't be forgotten on the football fields for 40 or 50 years. He left behind a lot of records. Here are a few:

1. Most seasons leading the league in yards gained rushing -- eight.
2. Most yards gained rushing in a career -- 12,312.
3. Most yards gained rushing in a single season -- 1,863.
4. Most yards gained rushing in one game -- 237.
5. Most games rushed for 100 yards or more -- 58.
6. Highest average gain per carry in a career -- 5.22.
7. Most touchdowns scored rushing in a career -- 106.
8. Most total yards gained in a career -- 15,459.

Jimmy had to be the greatest fullback of all time. A 228-pound slab of muscle, he hit like a tank. And once he found daylight, he was gone.

1. How much did Jimmy Brown weigh? _____
2. How many touchdowns did he score rushing in his career? _____
3. Are the most yards gained rushing in one game 287? _____

FOOTBALL'S "HIT" RECORDS

The average football fan rarely talks about records. The truth is he doesn't know any. Still, the National Football League keeps records. And these records match anything in the baseball guide. Get a load of these dazzlers:

Most consecutive games played - 180 by Dick Modzelewski, 1953-66. Why is this unusual? Dick was a defensive tackle. And he still didn't miss one game in his entire career!

Most consecutive games scored in - 107 by Lou "The Toe" Groza, 1950-59.

Most points scored in a quarter - 29 by Don Hutson, Green Bay vs. Detroit in 1945: scored four touchdowns and five extra points in second quarter.

Most consecutive games scoring a touchdown - 18 by Lenny Moore, 1963-65.

Most consecutive points after touchdown - 234 by Tommy Davis, in 1959-1965.

Longest field goal - 56 yards by Bert Rechichar, 1953.

Best percentage field goals, season - 88.5 by Lou Groza (23 out of 26), 1953.

Highest average gain per carry, season - 9.9 by Beatie Feathers, 1934.

1. When did Lenny Moore make a record? _____
2. How long was the longest field goal? _____
3. Who holds the record for the most consecutive games scored in? _____

4. During what game was the record for most points scored in a quarter made?

BUG OFF BUG BOMB

For control of ants, bees, chiggers, earwigs, flies, hornets, mosquitos, roaches, wasps, and yellowjackets.

PHYSICAL OR CHEMICAL HAZARDS: Flammable. Contents under pressure. Do not incinerate this can. Do not use as space spray. Avoid inhaling spray, or contact with skin or eyes. Avoid use on pets or vegetation. Harmful if swallowed.

ANTIDOTE: Flush with water. Call Emergency Poison Control Center immediately.

Answer T for true, F for false.

1. This product is poison. _____
2. It's safe to spray in a large space to keep bugs away. _____
3. Do not burn this can when empty. _____
4. Use this on your dog to kill ticks and fleas. _____
5. If you accidentally get Bug Off in your eyes, flush with water and call the Poison Center. _____

DI/AWAY DIET TABLETS

Lose 10 pounds of ugly fat in one week!

(Depending upon physical type and metabolism.)

One Di/Away before each meal will make you lose your appetite - for hours!

The secret Di/Away formula is 100% all natural! Scientists at a leading medical school say Di/Away may help you lose weight! (When combined with a program of strenuous exercise.)

Mrs. E. H. says, "Di/Away helped me lose 50 pounds and 13 inches in one month!"

(Don't begin any diet without consulting a doctor first.)

Send \$10.00 for a trial size of 15 tablets.

Answer T for true, F for false.

1. Di/Away alone will not always help you lose weight. _____
2. To be safe, visit a doctor before taking Di/Away. _____
3. The trial size will last one week. _____
4. The ad tells what medical school tested Di/Away. _____
5. "All natural" means Di/Away is actually good for you. _____

KNOW WHY

Reading the Fine Print

Reading the fine print may be a matter of life and death. Or it may simply be a matter of getting what you pay for. In any case, it's not just important to read the fine print. It's important to understand what you're reading.

Here are three examples of places where fine print can be found. Read the labels and ads, then answer the questions. If you have trouble understanding some of the words of warning, learn what they mean and remember them. They're words for the wise, too.

Now! Improved!
KOLD-NOZ
relieves cold symptoms fast

INDICATIONS: For the temporary relief of minor aches, pains, and fever.

DOSAGE: Two capsules three or four times daily. No more than a total of eight capsules in any 24-hour period.

CAUTION: May cause drowsiness. Do not consume alcoholic beverages while taking this medicine. Keep this and all medication out of the reach of children.

RX: Federal law prohibits the sale of this drug without a prescription.

Answer T for true, F for false.

1. It's all right to drink one beer with Kold-Noz. _____
 2. It's safe to take eight capsules in one day. _____
 3. This medicine will calm an upset stomach. _____
 4. Kold-Noz is available without a doctor's OK. _____
 5. It's safe to drive a tractor trailer on Kold-Noz. _____
-

english - grade 10

Students involved in the grade 10 English curriculum will be involved in activities that increase their skills in vocabulary, reading comprehension, grammar, writing skills, survival skills and reading for pleasure. This curriculum reinforces skills acquired in the Grade 9 English curriculum.

VOCABULARY

Unit objective:

1. To become familiar with 10 new vocabulary words per week.
2. To master these words well enough to use in speech as well as in written sentences.
3. To be able to spell these assigned vocabulary words correctly.

Pre-Test: None

Topics:

1. Definitions
2. Use in sentences and in speech
3. Dictionary practice
4. Spelling rules

Lesson: Students receive 10 words on Day One - They are expected to copy word correctly from the board, write down the definition from the dictionary and write an original sentence. Teacher checks each paper to make individual suggestions and corrections. Reviews occur daily ranging from 5-15 minutes.

Post-Test: Day 5 (Format varies)

Activities: Spelling bees

Resources: Attached vocabulary list, selected words from various novels, Word Wealth, Barron's Educational Series - Vocabulary Builder & Absolutely Essential Words

NOVELS

Unit Objective:

1. To successfully complete and comprehend a full length novel.

Pre-Test: None

Topics: 1. Contemporary teenage fiction stories, each dealing with relevant adolescent issues

Lesson: Each novel is read aloud by teacher during class time. (This compensates for non-readers.) Students are expected to follow along as teacher stops quite frequently to question students' oral comprehension skills. Students answer written comprehension questions through open book worksheets as well as a drill on selected vocabulary words.

Post-Test: Major test upon completion of each book

Activities: Students write original endings to novels.

Resources: The Pigman - Paul Zindel
The Undertaker's Gone Bananas - Paul Zindel
Can You Sue Your Parents for Malpractice - Paula Danziger
Hey Dummy - Kim Platt
Pardon Me, You're Stepping on My Eyeball - Paul Zindel

CAPITALS, POSSESSIVES, PLURALS

Unit objective: 1. To become familiar with the correct usage of capitals, possessives and plurals.

Pre-Test: None

Topics: 1. Capitals
 2. Possessives
 3. Plurals

Lesson: Teach basic rules for capitals, possessives and plurals

Post-Test: Test administered at the end of each section

Activities: Text exercises within unit and supplemental worksheets

Resources: Thought and Phrase, Chapter 17
Tactics B
 Supplemental Worksheets from:
 English the Easy Way
 Using Good English 1-2-3

PUNCTUATION

Unit objective: 1. To become familiar with the period, the question mark, the exclamation point, as well as commas in series and the correct use of quotation marks.

Pre-Test: None

Topics: Stated above

Lesson: Lessons deal with correct placement of various punctuation marks.

Post-Test: Weekly quiz following each punctuation mark covered during that week

Activities: Text exercises within unit as well as supplemental worksheets. Teacher reads absurd paragraph without punctuation to show necessity and importance of correct punctuation.

Resources: Thought and Phrase, chapter 18
Tactics B
 Supplemental Worksheets from:
 English the Easy Way
 Using Good English 1-2-3

SUBJECTS & PREDICATES

Unit objective: 1. To be able to identify the subject and predicate in complete sentences.

Pre-Test: None

Topics: 1. Subjects
 2. Predicates
 3. Touching on nouns, pronouns and verbs

Lesson: Lessons deal with identifying subjects and predicates, as well as writing original sentences and recognizing the subjects and predicates.

Post-Test: Test administered after unit is dealt with thoroughly

Activities: Text exercises within unit as well as supplemental worksheets

Resources: Thought & Phrase, chapter 9
Tactics B
 Supplemental Worksheets from:
 English the Easy Way
 Using Good English 1-2-3

SURVIVAL SKILLS

Unit objective: 1. To prepare students for "real life" situations.

Pre-Test: None

Topics: 1. Job preparation (includes reading and answering help wanted ads, filling out employment applications, job interviews)
 2. Driver's manual
 3. Letter writing

Lesson: Various exercises in workbooks (see below)
Study of newspaper and review of driver's manual

Post-Test: No specific post-test, careful monitoring

Activities: Visiting local business establishments, Portsmouth Herald,
Post Office, police station, fire station, City Hall, etc.

Resources: Workbooks:
Real Life Writing Skills
Reading & Writing on the Job
The Job's Book

SCHOLASTIC SCOPE MAGAZINE

Unit objective: To supplement previous material

Pre-Test: None

Topics: Plays, short stories, mini mysteries, jokes, grammar, spelling
and vocabulary work pages, current news articles

Post-Test: General Discussion

Activities: Material is read aloud and discussed

Resources: Weekly Scholastic Scope Magazine

VOCABULARY

obedient
resemble
permanent
allegiance
irritate
edible
massive
solemn
community
genuine

aerial
beneficial
enormous
license
pursue
naive
physician
tragedy
hindrance
forfeit

flinch
cuisine
aloof
iota
puny
dilemma
inkling
regatta
recluse
awry

athlete
revenge
bough
opinion
sociable
secretary
threshold
scholar
detour
frolic

curt
rapport
ponder
currency
abode
sanitary
tuition
valiant
sinister
gratis

commend
confide
mumble
durable
crony
impound
serene
defraud
tempest
tyrant

weary
violent
prejudice
reluctant
obvious
conflict
flee
gloomy
confident
abuse

defunct
iterate
pathetic
caricature
nauseate
mirage
adroit
betroth
immure
hazardous

penetrate
accurate
misfortune
abroad
architect
bigamy
deliberate
artificial
consent
maim

beckon
comprehend
mortal
volunteer
temperate
dwindle
vandal
linger
economical
heed

unique
ultimatum
fabricate
finicky
despise
bolsterous
ample
rehabilitate
jeopardy

courteous
illustrious
deficit
diligent
hoax
apparition
charisma
cursory
obsolete
alien

prompt
tempest
adolescent
discard
elevate
blunder
exempt
mourn
patriotic
torment

fumble
scheme
abandon
candid
vicinity
sever
crisis
instinct
ban

mansion
bewilder
nursery
essential
exploit(s)
cunning
neutral
melancholy
collateral
vendetta

appreciate
comfortable
descent
ascent
revere
vogue
glossary
coerce
detonate
rebate

baffle
author
avoid
robust
alias
parcel
kindling
debut
audit
heed

reimburse
quantity
belittle
literate
inept
vocation
underdog
suppress
bicker
benison

irregular
controversy
stable
excess
boundary
successor
angelic
haughty
separate
hideous

jovial
lease
ordeal
gaudy
surly
emphasize
sane
zealous
logic
falter

nuisance
proctor
implore
magnify
witty
famine
guidance
contagious
expose
amend

immaterial
chagrin
unearth
metropolis
callous
apathetic
abscond
remiss
purloin
acoustics

ingenious
pedestrian
rave
reckless
budget
manipulate
nimble
glance
addict
doubt

warden
acknowledge
precaution
valiant
partial
trifle
consider
squander
quench
apologize

encourage
advisor
endanger
retain
suspicious
trustworthy
considerate
enthusiasm
precipice
coward

aggressive
competent
eccentric
scent
amateur
floored
specimen
eerie
forerunner
asset

skeleton
fiction
disease
atmosphere
pollute
dose
suicide
boulder
shattered
maniac

english - grade 11

Major Units

Unit I. Vocabulary

- A. Introduce new words through reading and word games
- B. Use new words in writing
- C. Spelling and usage

Unit II. Writing (unit prepared by C. Kish)

- A. Mechanics - sentences, paragraphs
- B. Practical - forms, letters, etc.
- C. Creative - stories, poetry, descriptive, opinions
- D. In response to literature or films

Unit III. Reading

- A. Short articles from texts weekly
- B. Novels (two or three) of suitable length and readability
- C. Independent reading for book reports (two or three)

Unit IV. Grammar (overlaps with writing)

- A. Parts of speech
- B. Punctuation
- C. Sentences (see writing)
- D. Paragraphs (see writing)

Sources: Mini-Units in Reading
Entering the World of Work
Tactics in Reading B
Scope Magazine

Novels Used: A Day No Pigs Would Die
My Name Is Davy, I'm an Alcoholic
Other novels that are short, readable and contain topics
of interest to adolescents

Various games, skills, and reading comprehension books

Introduction

Level 1 students who are involved in the third year (grade 11) English curriculum are exposed to learning activities that develop skills in writing, vocabulary, reading and grammar.

Some activities compliment and build on previous skills acquired from the grade 9 and 10 (freshman and sophomore) English Level 1 Curriculums.

VOCABULARY (There is no reason why the order of quarters should be followed.)

- 1st Quarter - Each Monday students will receive a list of 15 to 20 words taken from their reading material. Material should vary to avoid tedium. The selections are read aloud by the class. They list the words and meanings on a study sheet. On Wednesdays the words are reviewed and examples of sentences are given. On Fridays a quiz is given orally, which requires spelling of all the words and sentences for half of them. For extra credit students may write paragraphs incorporating ten of the words.
- 2nd Quarter - Same as first quarter until a novel is begun. While the novel is being read, the weekly list should be selected from the novel. When the novel is finished, the students are responsible for all of the vocabulary words on the book test.
- 3rd Quarter - The vocabulary is taken from the novel until the novel is completed (six weeks). Return to a variety of reading material after the book test.
- 4th Quarter - Separate vocabulary (meanings) and spelling lists are given on Mondays, so that a review of commonly misspelled words may be implemented (see separately prepared unit). The procedure for selecting, presenting and testing will remain the same for the sake of consistency.

WRITING (See writing curriculum)

READING

- 1st Quarter - Teacher reads aloud regularly from novels or short stories. Quizzes are given to test listening skills and understanding. The quizzes should include at least one question which solicits a personal response.

Students will take turns reading vocabulary selections aloud, as well as plays and stories from Scope Magazine or other enrichment materials.

Students read one book chosen in the library for book reports. They should be given at least four weeks to read and write a book report. Some time in class should be given for this activity. The form should be highly structured and ask for objective as well as subjective responses.

2nd Quarter - Weekly reading aloud continues. A novel is introduced and portions are read aloud. Worksheets asking for specific details, main ideas and personal response are given after each reading assignment is completed. Some writing concerning ideas in the novel should be assigned. A final book test (made up of vocabulary and work sheet questions) is given when the novel is completed and reviewed.

3rd Quarter - Weekly reading aloud continues. Another novel is read, following the same pattern. Choose a novel which may lead into library research - an adolescent novel may be most appropriate. Students may then research specific adolescent problems with the goal of discovering where help may be found.

4th Quarter - Reading aloud continues. One-act plays and poetry might be introduced, and students will read aloud and do independent reading or research projects. A research project would be most appropriate for poetry - individual tastes and personal responses should be encouraged. This will lead to writing structured poetry or songs and possibly a class play - if the time is available.

GRAMMAR

1st Quarter - Parts of speech should be taught at the rate of about one a week, if possible. Define the part of speech, give examples, have the students give examples, put them into sentences. Identify them in reading material and explain their functions. Do not try to cover them too quickly or to cover too many. Those that most need to be addressed are: nouns, verbs, adjectives and adverbs. Then go on to pronouns, conjunctions, prepositions and articles.

2nd Quarter - Punctuation rules should be taught in a similar manner. Give two or three rules on punctuation per week, starting with sentence and punctuation and working up to punctuating compound, complex sentences. Also cover the punctuation of business letters and other practical communication.

If the class can handle it, certain usage problems should be addressed on a weekly basis; such as, subject/verb agreement, pronoun cases, plurals, possessives, verb tenses, pronoun agreement. These can not be addressed on a complex level. Examples of correct and incorrect usage may be given, and then

students may work on worksheets to test their understanding.

Grammar should be discussed and evaluated in all writing assignments.

SPELLING

Objective - To review basic spelling rules and to use them in written work.

Pre-test - None

Topics to be included in this unit - This unit deals with the following spelling rules:

1. Dropping final e with an ing ending.
2. Doubling final consonant with an ing ending.
3. Doubling final consonant with primary stress when adding an ing ending.
4. Double the letter if secondary stress, when adding an ing ending.
5. The ie and ei rules.
6. Words ending in y preceded by a consonant.
7. Adding ly and ness suffixes.

Lessons

- Day 1 - Begin by reviewing basic spelling rules. Begin with Rules number 1 and 2. Do exercise one orally. Review rule 3 and proceed to exercise 3. Complete for homework.
- Day 2 - Review homework assignment. Begin rule 4. Do exercise 5 orally. (Modify this exercise if it's too difficult.)
- Day 3 - Begin rule 5. Devise a list of words which reinforce the ie/ei rule. Have students come to the board and spell one of these words correctly. Begin exercise 7 and finish for homework.
- Day 4 - Discuss homework. Begin rule 6. Explain the rule and the exceptions to it. Begin exercise 11 and do 1-11 orally. Write out 13-36 for homework.
- Day 5 - Discuss homework. Begin rule 7. Review the rule by having students work at the board. Dictate a word to each student and ask him to spell it correctly.
- Day 6 - Review all seven rules.
- Day 7 - Final Test.

Resources - Thought and Phrase, Scott Foresman



Exercise 1

Copy the following words, adding the ending *-ing* to each.

- | | | | |
|-----------|-----------|-----------|----|
| 1. decide | 4. hope | 7. notice | 10 |
| 2. dine | 5. change | 8. give | 11 |
| 3. use | 6. shine | 9. dye | 12 |

Add the suffix indicated to each of the following words.

- | | | |
|-------------------|--------------------|------------|
| 13. assure + ance | 17. store + age | 21. true |
| 14. type + ist | 18. narrate + or | 22. hope |
| 15. pore + ous | 19. continue + ous | 23. notice |
| 16. admire + er | 20. value + able | 24. nine |

Exercise 2

Be ready to write these eight sentences from dictation.

- | | |
|---|--|
| 1. Losing your temper is not very advisable or sensible. | 5. While he was practicing, his little brother was shining a flashlight in his eyes. |
| 2. He was becoming more nervous. | 6. Her argument was that ninety words in her list were the most useful. |
| 3. It would be desirable to get some insurance now. | 7. The posse wasted several hours pursuing the wrong man. |
| 4. Tom kept on writing, not noticing the man coming toward him. | 8. His refusal was courageously useless. |

DOUBLING THE FINAL CONSONANT: PART 1

Pronounce to yourself the following words, noticing the difference in the sound of the boldfaced vowels as you move from the first column to the second. The vowels in the first column have a short sound; the second have a long sound.

hop	hope, hoping
grip	gripe, griping
pin	pine, pining
tap	tape, taping

Now suppose you have to write the *-ing* form of the verbs in the first column—*hop*, *grip*, *pin*, and *tap*. If you simply add an *-ing*, you

hoping, griping, pining, and taping—words in which the first vowels have a long sound. But you want the *-ing* form of words that have a short vowel sound. How can you keep the short sound of the vowel in these words? Just double the final letter of the words before adding *-ing*:

hop + ing = hopping pin + ing = pinning
grip + ing = gripping tap + ing = tapping

The double letter shows that the preceding vowel has a short sound; it shows that you have written the *-ing* form of *hop* and not *hope*, of *grip* and not *gripe*.

The four example words are alike in three ways: (1) Each is a word of one "syllable" (a group of letters that is pronounced as a unit). (2) Each ends with a single consonant (any letter but *a, e, i, o, u*). (3) Each final consonant is preceded by a single vowel (*hop, grip*).

When an ending beginning with a vowel is added to words like *hop*, the final consonant is doubled:

win + ing = winning big + er = bigger
get + ing = getting thin + est = thinnest

Exercise 3

Ten of the following words belong to the group of one-syllable words ending with a single consonant preceded by a single vowel. List the ten words on a sheet of paper. Then write two or more forms of each of the words by adding *-ing, -ed, -er, -est, or -ish*.

- | | | | | |
|---------|-----------|-----------|----------|-----------|
| 1. drop | 5. profit | 9. clean | 13. swim | 17. proud |
| 2. kill | 6. slim | 10. smell | 14. stir | 18. beg |
| 3. need | 7. hug | 11. fit | 15. drag | 19. kick |
| 4. hum | 8. listen | 12. alter | 16. fat | 20. hope |

Exercise 4

Be ready to write these seven sentences from dictation.

- He filled in the blanks and filed the form with the others.
- I was hoping that he'd be hopping around by now.
- When she had taped the edges, she tapped on the window.
- He stripped off his striped shirt.
- After ridding the house of rats, the stranger was seen riding off toward Laramie.
- While he was planing the wood, he was planning his next move.
- Edna's winning the award pleased her snobbish friends.



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DOUBLING THE FINAL CONSONANT: PART 2

The words *offer* and *refer* are alike in three ways. Both are words of two syllables (of-fer, re-fer). Both end with a single consonant (an *r*). In both, the single consonant is preceded by a single vowel (an *e*).

In one important way the two words differ. When we pronounce *offer*, we accent the first syllable: of'fer. But when we say *refer*, we put the main stress on the second syllable: re fer'.

When an ending beginning with a vowel is added to words like *offer*, which are not accented on the last syllable, no change is made in the spelling:

of'fer + ing = offering

ben'e fit + ing = benefiting

ai'ter + ed = altered

lis'ten + ing = listening

ri'val + ed = rivaled

de vel'op + ed = developed

But when vowel endings are added to words like *refer*, which are accented on the last syllable, the final consonant is doubled:

re fer' + ing = referring

oc cur' + ence = occurrence

re bel' + ed = rebelled

con trol' + able = controllable

pro pel' + er = propeller

trans fer' + ed = transferred

re mit' + ance = remittance

e quip' + ed = equipped

You may be puzzled at seeing the word *equip* in this list, since the final consonant is preceded by two vowels. But in this word the *u* has the sound of *w* and is considered a consonant.

Exercise 5

Ten of the twenty words in the following list belong to the same spelling group as *refer*. (These words have more than one syllable; they end with a single consonant preceded by a single vowel; they are accented on the last syllable.) List the ten words on a sheet of paper. Then write two more forms of each of the words by adding -ing, -ed, -er, -ance, -able, or -ence.

1. begin

2. become

3. omit

4. reveal

5. profit

6. control

7. murmur

8. construct

9. benefit

10. regret

11. develop

12. prefer

13. reform

14. admit

15. listen

16. occur

17. alter

18. commit

19. equip

20. acquit

Exercise 7

Divide a sheet of paper into three columns. In the first column, list the words in the following group that have a long-e sound preceded by c. In the second column, list the words that have a long-e sound not preceded by c. In the third column, list the words that do not have a long-e sound. As you list the words, fill in the missing two letters—*ie* or *ei*. You should end with eight words in the first column, fifteen in the second, and ten in the third.

- | | | |
|--------------|---------------|------------------|
| 1. bel...ve | 12. ...ght | 23. pr...st |
| 2. conc...t | 13. sh...ld | 24. rec...ver |
| 3. w...gh | 14. n...ce | 25. f...ld |
| 4. th...f | 15. h...ght | 26. dec...t |
| 5. rel...f | 16. h...fer | 27. sk...n |
| 6. c...ling | 17. ch...f | 28. gr...ve |
| 7. dec...ve | 18. fr...ght | 29. v...n |
| 8. ach...ve | 19. rec...pt | 30. p...ce |
| 9. for...gn | 20. n...ghbor | 31. counterf...t |
| 10. bel...f | 21. br...f | 32. s...ge |
| 11. rec...ve | 22. perc...ve | 33. shr...k |

Exercise 8

Be ready to write these six sentences from dictation.

- Neither of his friends believed the weird story his conceited neighbor told about the foreign spy.
- The chief seized the thief and had him punished for his deceit.
- Eight skeins of yarn were wrapped in the handkerchief.
- We weighed the heifer, paid the freight charges, and sent the receipt to Ed.
- The priest soon perceived that we had been deceived about the piece of land.
- His niece had so much leisure that she soon got into mischief.



WORDS ENDING IN Y

As a general rule, all words ending in *y* preceded by a *consonant* change the *y* to *i* before all suffixes—with one important exception. These words follow the rule:

try + es = tries

easy + ly = easily

busy + er = busier

merry + ment = merriment

bury + ed = buried

busy + ness = business

greedy + est = greediest

beauty + ful = beautiful

The one exception is suffixes beginning with an *i*. Before these suffixes, the *y* is kept:

worry + ing = worrying

baby + ish = babyish

carry + ing = carrying

lobby + ist = lobbyist

In words like the following, the *y* is kept no matter what suffix is added, because the *y* is preceded by a vowel:

obey + ing = obeying

joy + ful = joyful

display + ed = displayed

employ + ment = employment

Exercise 11

The following three groups of words will be dictated in class. Be ready to write the plural form of each of these words.

1. chimney

4. journey

7. body

10. navy

2. baby

5. colony

8. penny

11. stairway

3. monkey

6. army

9. decoy

12. library

Be ready to write these words, adding *-ed* and *-ing* to each:

13. hurry

16. worry

19. delay

22. enjoy

14. obey

17. multiply

20. try

23. carry

15. destroy

18. pity

21. study

24. bury

Be ready to write these words, adding the suffix indicated:

25. marry [-age]

29. busy [-ness]

33. pity [-ful]

26. easy [-ly]

30. fury [-ous]

34. lucky [-ly]

27. greedy [-ly]

31. steady [-ly]

35. lonely [-ness]

28. bury [-al]

32. beauty [-ful]

36. plenty [-ful]

USAGE/WORDS OFTEN CONFUSED

Objective - To review troublesome word pairs and to learn the correct use of each.

Pre-test - None

Topics to be included in this unit - Word pairs and groups as follows.

Lessons

- Day 1 - Explain what is meant by confusing word pairs and give examples. Begin with to, too, two. Explain proper use of each. Complete attached work sheet and discuss it. Homework - write four sentences for each word, using lesson word correctly.
- Day 2 - Discuss homework sentences. Explain correct use of your, you're and there, their, they're. Complete attached worksheet. Discuss the worksheet. For homework write two sentences for each lesson word, using word correctly.
- Day 3 - Put homework sentences on the board and discuss. Begin correct use of its, it's. Complete attached exercise in class and discuss it. Homework - five correct sentences per lesson word.
- Day 4 - Discuss homework sentences and put some on the board. Explain correct use of word pairs; choose, chose; course, coarse; here, hear; knew, new; have, of; do, due; conscience, conscious. Use examples of each on the board. For homework, write one sentence for each lesson word.
- Day 5 - Discuss sentences. Introduce know, no; accept, except; advise, advice; affect, effect; does, dose; a, an; all ready, already. For homework write one sentence for each lesson word. Also for homework, complete exercise one.
- Day 6 - Discuss homework by having students put some of their sentences on the board. Introduce are, our; desert, dessert; brake, break; no homework will follow. Tomorrow's lesson will review today's words and the homework will include the above words.
- Day 7 - Review all word pairs. Give exercise 3 as a review quiz. Give each student a red pencil and have them correct their own papers being careful to notice their errors.
- Day 8 - Introduce word pairs threw, through; were, where; passes, past; peace, piece; quiet, quite; principle, principal; loose, lose; whether, weather; than, then; lead, led; right, write. Homework - exercise 1.
- Day 9 - Discuss homework. Introduce word pairs moral, morale; personnel, personal; women, woman. Do exercise 2 in class and discuss. Homework - exercise 4.

Day 10 - Review in class. Do exercise 8 orally. Discuss.

Day 11 - Final Review.

Day 12 - Final Test.

Resources - Word Power, Scholastic Books, pp. 12, 16, 77.
The Least You Should Know About English, pp. 7-22.



TO, TWO, TOO

The following joke shows how easy it is to mix up words that sound alike:

TEACHER: What is the formula for water?

TOMMY: H-I-J-K-L-M-N-O.

TEACHER: Who in the world told you that?

TOMMY: You did. You said it was H-to-O.

Can you tell the words TO, TOO, and TWO apart? Here's how they might appear in a sentence:

There's *too* little coffee, *to* pour *two* cups.

And here's how to tell them apart:

Two is a number. (It costs *two* dollars.)

Too means *also* (I'll go *too*) or *very*. (He drives *too* fast.)

To is used to make phrases with nouns (*to* the beach) or verbs (*to* wish).

Now write either TO or TWO in each of the blank spaces in this limerick:

1. A tutor who tooted the flute
2. Tried _____ tutor _____ tooters _____ toot.
3. Said the _____ the tutor,
4. "Is it harder _____ toot, or
5. _____ tutor _____ tooters _____ toot?"

This time write TO, TWO, or TOO in each of the following blank spaces:

6. Sharon's _____ brothers wanted _____ travel
_____ Buffalo.
7. Sharon wanted _____ go _____
8. It was _____ early _____ take the train.
9. "We'll have _____ wait until _____," Sharon said
_____ the other _____

TRICKY



Read this conversation between Clint and Flint. Look carefully at the words in italics:

CLINT: Where are *their* snowshoes?

FLINT: *They're* over *there*.

CLINT: *You're* sure those are *theirs*? Are they *theirs* or *yours*?

FLINT: *They're theirs*.

Here's how to use these tricky words:

Your means *belonging to you*. Example: This is *your* snowshoe.

Yours means *belonging to you*. Example: This snowshoe is *yours*.

You're means *you are*. Example: *You're* right.

Their means *belonging to them*. Example: Where are *their* snowshoes?

Theirs means *belonging to them*. Example: Are those snowshoes *theirs*?

They're means *they are*. Example: *They're* where they left them.

There can be used two ways. Sometimes it begins a sentence. Example: *There* are pigeons in my bathtub. And sometimes it means *at that place*. Example: You'll find seven pigeons *there*.

WORDS



Now read the following sentences. Write the correct "y" word (*your, yours, you're*) or "th" word (*their, theirs, they're, there*) in each blank.

1. MOM: Y_____ too early for y_____ supper.

2. TIM: But the twins have had th_____.

3. MOM: Th_____ too young to wait up. I always give them th_____ early. Then th_____ ready for bed right after th_____ supper.

4. TIM: What about y_____? Didn't you have y_____ supper early too?

5. MOM: Y_____ right. I'll give you y_____ now too.

In the next two sentences, fill the blanks with either *there* or *their*.

6. _____ are two newspapers on _____ porch over _____.

7. _____ isn't any good reason for you to stay _____ late.



ITS ISN'T ITS

IT is easy to spell and easy to use. But do you ever have trouble deciding between IT'S and ITS?

IT'S (with an apostrophe) means "it is."

ITS (no apostrophe) means "belonging to it."

For example: A team may change ITS plays if IT'S losing.

Now write the words "it," "it's," and "its" where they belong in the following verse. (The word *obvious* means "easily seen.")

The elephant is obvious

Because (1) _____ six feet wide.

(2) _____ trumpets when

(3) _____ raining

Or (4) _____ wants to show (5) _____ pride.

(6) _____ has a lot of wrinkles

On (7) _____ grayish rubber hide.

(8) _____ trunk is not for storage,

Since (9) _____ not too big inside.

□ EXERCISE 1

1. When I registered, I (choose chose) this (coarse course) because I wanted to learn to write.
2. The material presented (hear here) is not really (knew new) to me.
3. Of (coarse course) I should (have of) learned these rules long ago.
4. Now (it's its) up to me to (do due) something about it.
5. I'm (conscience conscious) of my problems and (know no) what I have to do.
6. I'm going to (accept except) my instructor's (advice advise) and begin to work.
7. Handing in every assignment when (it's its) (do due) should have a good (affect effect) on my writing.
8. Our instructor (does dose) expect us to (know no) all the rules in the text.
9. And (it's its) important to be in class every day to (hear here) the instructor's explanations.
10. I (all ready already) realize there's (a an) amazing amount to learn.

□ EXERCISE 3

1. My father's (advice advise) had no (affect effect) on my brother Ron.
2. Ron (all ready already) (knew new) what he wanted to do.
3. He had decided to take (a an) engineering (coarse course).
4. He (choose chose) a college right (hear here) in our hometown.
5. (It's its) a good college; it has (a an) excellent reputation.
6. I (know no) we'll see Ron every week (are or) so.
7. He'll bring his (clothes cloths) home to wash in (are our) washer.
8. He (does dose) not intend to (accept except) any financial help.
9. I doubt if he's (conscience conscious) of how much (a an) education costs.
10. He should (have of) thought twice before making that decision.

□ EXERCISE 1

1. We wanted to go for a walk (threw through) the woods but couldn't decide (were where) to start.
2. Finally we went out (passed past) the university to a good trail I (knew new) about.
3. It's not (to too) far from the university in a (peace piece) of virgin timber where it's always (quiet quite).
4. Since (it's its) the (principal principle) trail in the University Preserve, it's impossible to (loose lose) one's way.
5. The path is made of (coarse course) wood chips and is easy to walk on in any kind of (weather whether).
6. It was a cool day, and before long we were (conscience conscious) that we should (have of) brought sweaters.
7. (There They're) are more birds (there their) (than then) in most woods.
8. We looked at (quiet quite) a number through (are our) binoculars.
9. The path (lead led) us a long way into the woods and (than then) back.
10. We were away only (a an) hour—exactly the (right write) length of time.

□ EXERCISE 4

1. We should (have of) known it might rain before we got back to (are our) car.
2. We had been fishing and (were where) a mile from (were where) we had parked.
3. Claps of thunder shattered the (quiet quite); (than then) big drops of rain began to fall.
4. We could see no shelter (accept except) a farmhouse not (to too) far away.
5. We pounded on the door, and a (woman women) opened it and said, "(You're Your) welcome to wait (hear here)."
6. The family were (all ready already) eating (their there) supper and were having pie for (desert dessert).
7. The (woman women) offered us each a (peace piece), which we didn't hesitate to (accept except).
8. Of (coarse course) we gave her (complements compliments) on her baking.
9. We (passed past) the time by discussing with the farmer the (affect effect) of the (knew new) tax laws.

□ EXERCISE 8

1. The Mortons have a (knew new) house near (hear here).
2. That's (their there) house over (their there) (passed past) those trees.
3. (It's its) (quiet quite) attractive and not (to too) large.
4. And they (are our) pleased that (it's its) near the college (were where) their daughter is studying.
5. Their daughter is (all ready already) in her (forth fourth) year at the college.
6. Her (principal principle) concern right now is (a an) art history paper she is planning to (right write).
7. The paper is (do due) earlier (than then) she expected.
8. She's not sure (weather whether) she'll have it finished in time.
9. It would (have of) been good if she could (have of) had more time.
10. And she (does dose) not even (know no) (who's whose) going to type it for her.

writing

Introduction

Specific time must be set aside for writing. It is a difficult task for all students and demands constant attention and reinforcement from the teacher. All of the suggested activities are sequential, building on information offered to the student during the previous year. Seventy-five per cent of the writing time is devoted to practical skills that the student will need for a lifetime. The final quarter is geared to creative writing with the ultimate goal of publication. There are suggestions available which offer a variety of methods for the student to see his work in print. The creative writing portion offers the concrete element, publication, which is essential to the Level 1 student.

Grade 10 Curriculum (Stress complete thoughts!)

I. Writing complete sentences

A. Use weekly vocabulary words

1. Complete for homework
2. Share with group (orally or on the board)

B. Ask questions related to reading material that must be answered by more than one word

C. Incorporate grammar lesson

1. Capitals
2. End punctuation

II. Compound and Complex Sentences (Sample included)

A. Sentence combining

B. Grammar

1. Conjunctions (and, but, or)
2. Relative pronouns (that, which, when)

[No need to explain grammatical terms; specific examples are the best approach.]

Exercises:

1. Write sample sentences for students to combine. (Independent or group)
2. Use vocabulary list to write simple sentences, then combine in class.

III. Framed Paragraph (Examples B & C)

- A. Writing more complete thoughts
- B. Express ideas clearly, offering greater detail.

Exercises:

1. Select a topic the students have strong feelings about and build the frame so that they can fill in their opinion.
2. Book Report Form (Example D)
3. Response to material read to offer opportunity for inferential thinking.

IV. Writing Paragraphs

A. Topic sentences (Suggested Materials: The Paragraph, by Carolyn Smith)

1. Identification
2. Write sample topic sentences

B. Structure of the paragraph

1. Provide examples for discussion & examination
2. Outline a paragraph
 - a. Topic sentence
 - b. Details (proof)
 - c. Concluding sentence

C. Writing the paragraph

1. Offer topics - serious, related to something happening in the student's environment

- Examples:
1. The new mill will cause problems.
 2. Attending school on an icy morning.
 3. Finding a part-time job.

2. Descriptive paragraphs

- a. A good friend
- b. A scary happening
- c. Be prepared for camping

Have the student make a list (like an outline) and then write complete sentences for each item. Next write a topic sentence; add the details, combining sentences where appropriate and add a concluding statement.

3. Paragraphs as a response to literature

- a. Provide a theme statement from assigned reading. Student writes an "I think" paragraph.
- b. Prove your point paragraph

4. Creative writing

- a. Give student a list to choose from which includes a subject, setting and event, then tell him to write.

Examples: Flying	Desert	Clown
Trapped	Mountain Top	Actor
Excited	Country Store	Pigeon

This gives the student a starting point.

- b. Offer additional opportunities to create a paragraph. Suggest that they write about things that happened to them or their friends.
- c. Write a paragraph in small groups, each student writing a sentence.
- d. Write anecdotes - mail to Reader's Digest. Who gets published?

Grade 11 Curriculum

The student should be offered activities that can be specifically related to every day life. Letter writing is a skill that can be applied to many different situations. The five suggested areas of letter writing can be incorporated into other classroom activities. Vocabulary can be selected from the writing topics. Each type of letter could involve three weeks of activity.

Week 1: 1. What is a (business) letter (use Example A, B, C, D or E)

2. How to write

Week 2: 3. Write a sample letter (fictitious)

Week 3: 4. Write a letter to be mailed

5. Mail the letters (This is very important!)

Materials needed: Stationery
Envelopes
Postage

The process should follow a specific sequence. The class could read a story or a Scope Magazine article which relates to a situation similar to the letter writing assignment.

Specific examples are the most helpful tool for the teacher and student. The more related the activities, the greater the student's chances for success.

I. Letter Writing (See examples F & G)

A. Business

1. Change of address
2. Request form or information

B. Personal

1. Pen pals - other schools (contact teacher)
2. Note to Mom or Dad, sibling in the service

C. Consumer protection

1. Letters of complaint - list faults or problems
2. Use magazines to discuss types of advertising techniques
 - a. Analyze ads (See example E)
 - b. Write your own ad for a product
 - c. Write to a company about a specific product. Student brings in product containers.

Note: Materials are available with film strips to help the consumer. 82/83 Learning Seed Company

- D. Cover letter for resumes
 - 1. Who I am, what I can do, etc.
 - 2. Letters of introduction

- E. Inquiry - request information

- II. Writing a resume (Semester II)

- A. Tape - how to
- B. Detail parts/instruction sheets available
- C. Show specific examples
- D. Write your resume: Each student should have a typed copy of a resume that could be given to an employer. The student will need the resume to begin the search for jobs that summer and after graduation.

- III. Creative writing

The student should be encouraged to continue reading and writing. Seeing your own work in print can be very exciting.

- A. A picture is worth 1000 words (Reinforce 10th grade material)
 - 1. What is the theme
 - 2. Write a descriptive paragraph
- B. Poetry
 - 1. Read modern poetry (Frost, Nash, Sandburg)
 - 2. Write your own verse
 - a. Free verse
 - b. Haiku
 - c. Rhyming stanzas
 - 3. Make booklets of the "best work" selected by the class (instructions available for making books)
 - a. Use peer editing & evaluation
 - b. Distribute books to concerned teachers and parents (Sale of the books is optional. Note: Possibility for newspaper publication)

Grade 12 Curriculum

The senior year brings the student face to face with the reality of survival. It will be necessary for the student to find a job, interview for that job, locate an apartment and fill out endless forms for security deposits and loans. This offers the classroom teacher endless opportunities for the students to write letters and complete forms correctly.

There are plays available through Scope Magazine and materials in the Special Education Department that deal with these issues.

I. Plays

- A. Read suggested materials. Choose vocabulary from the reading.
- B. Write a scene between two people where a specific situation is discussed.

Example: 1. How do I get a phone installed?

2. My sink has a leak.

3. Set up an appointment (dentist, doctor).

C. Filmstrips where appropriate

D. Write a scene (two students)

1. Present to the class, reading in parts

II. Book reports

The student should continue to read throughout the four years. Book reports can be written from the framed paragraphs. The questions should ask the student to decide about the situation, evaluate it or put himself in the place of the main character.

A. Compositions

1. What if ?

2. I'd change it by

3. Next time I will

Relate assignments to books read by the class or to books read independently.

B. Write your own book (Option)

1. Children's stories: Ask child care people if the final products can be read to the children.

2. Bind the books

3. Emphasis should be the sequential order and the combination of a simple story with pictures.

4. Give the story a moral, an achievement or hope for the future.

III. Practical

A. Job search: write responses to ads (want ads)

1. Where to look
2. How to use unemployment
3. Job placement services

B. Apartments

1. Student writes an ad
2. Guest speaker (Apartment World)

C. Utility companies

1. How to get your lights turned on
2. Keep a COPY of everything

D. Buying a car

1. Speaker
2. Forms
3. Bank's concerns

E. Interviews

1. Dress for occasion
2. Interview people in school
3. Interview each other in class
4. Survey students (opinion poll), compile data

Note: Bring in specific materials, e.g., newspapers. Emphasize use of correct English, e.g., spelling counts.

IV. Journalism

Reading the paper, using articles in the paper, getting material published (See example H)

A. Headlines: reinforce theme (main ideas)

- B. Write a news clip from a headline
- C. Give a news story a heading
- D. Write a news story from something that happened in class or at home. Give the student a starting point.
- E. Check for publication of stories in the local papers
- F. Visit the paper
 - 1. How is "News" put together
 - 2. Assemble the paper
 - 3. Deliver to consumer
 - 4. Write a response to the visit, using the following 5 basics of journalism
 - a. What did you see
 - b. Who
 - c. Where
 - d. When
 - e. Why

Example A

Sentence Combining Practice Exercise

It is very cold outside. The clouds are grey. The temperature keeps dropping. The air smells like snow. Soon children can make snowmen. The snow piles up in the fields. The joy of winter fills each child with excitement. Mothers look forward to wet clothes. Mittens hang everywhere. New England winter is with us.

Example B

Framed paragraph

Mid-term Exams

My first response to mid-term exams was The part of the exams that stuck out in my mind The exams were most useful It was exceptionally difficult The change I would make However, I would keep My thoughts at the end were

Example C

Framed Paragraph

Sample for Literature

In this play, which takes place in the city of _____, during the _____ century, Romeo is a _____ youth who falls in love with Juliet, a _____ girl, when _____. They cannot show their love openly, because _____. To make matters worse, Romeo gets into serious difficulty by _____ing when _____; and he is forced to _____. A friendly _____ tries to help the separated lovers to reunite by suggesting that _____. The plan backfires tragically though, when _____.

The lovers are truly "star-cross'd" in this play, because _____. The only good thing that comes out of the conclusion is that _____.

Example D

Framed Paragraph

Model Book Report Form

The lesson that _____ by _____
 teaches about Book Title is that Author
 _____. In this novel, _____
 _____, a _____, is shown
 _____ing _____. On account of
 _____, he (she, it) must _____.

The problem, however, is that _____
_____. Finally, when _____
_____, _____ succeeds (fails) by _____
_____.

I approve (disapprove) of the ending of _____
because _____
Book Title

[The only change I might want to make in the story is that _____

so that _____.]

[The important conflict is _____ and is solved
when _____.]

[Students might make frames for each other.]

Example E

Shop with a Watchful Eye!

1. Select an advertisement
 - A. What is the product being advertised?
 - B. Describe the lay-out
2. What device is being used to convince you to buy this product?
 - A. Gimmicks Animals "I'm Bullish on America"
 - B. People you know Football players drink LITE beer!
 - C. Jingles "at McDonald's for you!"
 - D. Be like everyone else "Join the Pepsi generation"
 - E. Images "Honest Abe" says, or George Washington's Birthday, and I can't tell a lie
 - F. Sexual overtones Sports cars, etc. What are they really selling?
3. Explain the selling technique the ad is using to try to sell this product.

Example F

Kish Class CommissionsSEALDateName
AddressDear

Use this form as a guideline.

Add your own notes as the instructions
are given.

SincerelySignatureName
Address



G
KISH CLASS COMMISSIONS



SUGGESTIONS FOR STUDENT PUBLISHING

1. Best of the Semester -- a ditto book containing the best work of every student in class, stapled or spiral bound.
2. Song Lyrics -- poetry set to music must actually be played to class or tape recorded. Try recording studios and radio stations.
3. Children's Book -- given to child in manuscript or hand-bind and deliver copies to elementary school library or day care center. Illustrate.
4. Resume -- must actually be used in job search or seen by business person.
5. Application Forms -- obtained from businesses and completed, then judged by business person or used in role play of job interview.
6. 25 Words or Less -- enter any contest that requires writing. Duplicate to teacher before mailing.
7. Anecdotes -- accepted by many magazines, including Reader's Digest which pays \$300. Makes a nice booklet.
8. Jokes -- accepted by hundreds of magazines from Humpty Dumpty to Playboy. Illustrated joke book sells well in junior high.
9. Cartoons -- funny one line captions are among the most difficult assignments
10. Letters -- a dozen types and many full books on the subject. Have students hand in one stamped addressed letter per month. Businesses, government officials and stars will write back quickly. Endless possibilities for letters to friends, newspapers.
11. Journal -- again endless possibilities with this most basic form of self publishing.
12. Blank Book -- filled with anything makes an excellent gift. Blank bound books are inexpensive and even available in paperback.
13. Reviews and Critiques -- a variation on the old book report, can be read to class or published in school paper. Review movie, magazine, tv show, toy, school lunch.
14. Oral History -- as in Foxfire books. Complete transcript can be donated to local historical society or town library. Take photos.
15. Interview -- transcribe conversation on specific topic with anyone of interest. Produce an interview file for school library containing conversations with local people in many careers.
16. Script -- must be performed. Could be puppet show, comedy, role play, drama, soap opera, radio play, slide show.
17. Games and Puzzles -- which must be solved and played by class. Produce a board game or word puzzle on specific topic. Good review for exam. Could be added to school paper or sold separately.
18. Recipes -- can be collected, published and sampled. Bring food into class. Recipe book is common fund raiser.
19. Dream Log -- kept regularly and copiously annotated to determine source of dreams. Excellent prewriting for creative pieces.
20. Commercials and Ads -- designed for school paper or school tv station or can be purchased by local businesses. Videotape commercials for local cable tv station or convince stores to sponsor student ad.
21. Fillers -- quips, quotes, facts, tidbits can be sold to hundreds of national magazines and newspapers. Consult Writer's Market.
22. Stationery -- students design their own and print on xerox machine, or devise a class logo and special paper for assignments and letters.

23. Slang Dictionary -- compile list of words and phrases in vogue to distribute.
24. Glossary -- on any topic known to student, from motocross to music
25. How-To Book -- in which student passes on specialized knowledge. A good mail order sale on topics from sheetrock installation to bubble gum blowing.
26. Polls and Surveys -- compile statistics for reporters or produce graphs of school related facts for library research.
27. School Newspaper -- clearing house for all types of student writing, including hard news, features, reviews, sports, advertising copy, commentary, editorials, captions, letters.
28. Literary Magazine -- outlet for "creative" writing.
29. Graphoanalysis -- students study (and improve) handwriting.
30. Posters - post best writing weekly. Calligraphy spices up signs.
31. Greeting Cards -- print cards for family or seasonal fundraising, or mail ideas to major companies.
32. Textbook -- each member of class can write one chapter or assign as independent study to one. Use instead of storebought text.
33. Short Story -- to be read to class or sent to various magazines. Consider science fiction, western, detective, romance, fantasy markets.
34. Quiz -- student-made are often the hardest.
35. Essay -- practice for S. A. T. or read at declamation contest.
36. Morning Announcement -- to be read over PA by administrator or student.
37. Handbills -- passed out to hype school event or designed for local business.
38. Newsletter -- on any topic from chess to horses to record albums. Don't undersell students; there may be community funding or national interest.
39. Comic Book -- reproduced on xerox and hand colored. Vehicle for unhappy artists.
40. Coloring Book -- with text and pictures by students on any topic. Consider a town history or caricatures of teachers.
41. Underground Newspapers -- are they all gone?
42. Bulletin Boards -- need to be changed as often as a newborn.
43. Family Tree -- for tracing student's roots. Must be framed for credit.
44. Catalog -- of items made by school shop.
45. Directory -- of students' favorite stores.
46. Map -- of local hangouts, funspots, historical sites.
47. Magazines -- produced by students. Or send writing to periodicals that cater to young writers, from Cricket to Seventeen. Consider Literary Cavalcade, Scope, Scholastic Voice and counterparts in elementary grades.
48. Poems -- read aloud and then submitted to any of a hundred markets. When rejected, send immediately to next publication. Sponsor public reading.
49. Local Newspapers -- always begging for students to write sports and features. Begin a school news column which passes to another student each week, or suggest a full page of student writing to run monthly. Include all grades.
50. Business Cards -- designed and printed. Makes students feel important.
51. Calendar -- student designed and each month sponsored by local business to defray printing costs. Then sell.
52. Buttons, T-Shirts, Hats, Bumper Stickers, Balloons -- and so on, all printed with student slogans.
53. Pamphlets -- allow kids to explain important issues in their own words.
54. Book -- Why not? More and more classes are producing full-sized publications.

home economics

Exploring Home Economics

Exploring Home Economics is an introductory course for special needs students in the 9th or 10th grade. It is intended to be an overview of the total home economics curriculum. Students that successfully complete this course will be able to select home economics electives that are of particular interest to them.

Clothing

Objective - The student will be able to:

1. Select appropriate clothing.
2. Properly care for clothing.
3. Understand the importance of good grooming.

Outline:

I. Acquiring Clothing

- A. Planning a Wardrobe
- B. Clothing Inventory
- C. Clothing Decisions

II. Care of Clothing

- A. Use of Laundry Equipment
- B. Care Labels
- C. Stain Removal
- D. Mending

III. Grooming

- A. Personal Care
- B. Keeping Fit

World of Work

Objective - The student will be able to:

1. Develop a positive attitude toward the world of work.
2. Identify qualities affecting employability.

Outline:

- I. Looking for a Job
 - A. Purpose and Value of Work
 - B. Personal Characteristics
 - C. Job Choice
- II. Being Employed
 - A. Worker Traits
 - B. Interpersonal Relationships
 - C. Career Planning

Consumer Education

Objective - The student will be able to:

1. Demonstrate the importance of being a well-informed consumer.
2. Manage personal resources.
3. Care for personal living space.
4. Explore alternate living options.

Outline:

- I. Being an Informed Consumer
 - A. Consumer Behavior
 - B. Consumer Decisions
- II. Personal Resources
 - A. Income and Spending
 - B. Advertising
 - C. Credit
 - D. Bank Accounts
- III. Personal Living Space
 - A. Arranging Furnishings
 - B. Care of Space and Furnishings
- IV. Living on Your Own
 - A. Looking for a Place to Live
 - B. Cost
 - C. Responsibilities

Personal Development/Family Relationships

Objective - The student will be able to:

1. Demonstrate a knowledge of self and others.
2. Understand how families differ.
3. Recognize the importance of planning for parenthood.
4. Understand children's needs, activities, and the importance of discipline.

Outline:

- I. Self Knowledge and Understanding
 - A. Who Am I?
 - B. Relationships with Others
 - C. Developing Values and Goals
- II. Understanding Families
 - A. How Families Differ
 - B. Rights and Responsibilities as a Family Member
 - C. Social Concerns
- III. Planning for Parenthood
 - A. Issues Concerning Adolescent Parents
 - B. Preparation for Parenthood
 - C. Parental Impact on Children
 - D. Proper Prenatal Care
- IV. Child Development
 - A. Children's Needs
 - B. Children's Activities
 - C. Guidance and Discipline

Nutrition and Foods

Objective - The student will be able to:

1. Explain the need for food.
2. Develop safe and accepted food preparation techniques.
3. Apply the principles of meal management to the planning, purchasing, and storage of food.

Outline:

- I. Our Need for Food
 - A. Why We Eat
 - B. Food Needs
 - C. Food Choices

II. Food Preparation Skills

- A. Kitchen Safety
- B. Measuring and Use of Equipment
- C. Food Preparation
- D. Serving the Meal

III. Meal Planning

- A. Planning Family Meals
- B. Purchasing Food
- C. Food Storage

human studies

Course Description

This is a group counseling class which meets once daily. The course deals with values clarification, building self-esteem, communication skills, socialization skills, relationship building, decision making, problem solving, conflict resolution and resource information. The format consists of informal group discussion and related activities.

Course Goal

1. To improve the social and emotional functioning of the student.
2. To increase the educational performance of students within each curriculum area due to increased awareness of social/emotional factors.

Topics Discussed

1. Parenting
2. Divorce
3. Family
4. Sexuality
5. Birth control/Pregnancy/Abortion
6. Rape
7. Pornography/Child Pornography
8. Crime
9. Runaways
10. Alcohol/Drugs
11. Handicaps
12. Anorexia
13. Death/Dying

Methods Used

1. Group dynamics
2. Group discussion
3. Project Adventure/New Games Experiences
4. Handouts/Articles
5. Video movies
6. Video taping
7. Field trips
8. Guest speakers
9. Debates

organizational studies

Part I of Organizational Studies emphasizes the necessary organizational skills for success in all disciplines. Students receive reinforcement in their outside courses through reviewing course material, and completing classwork assignments. Weekly communication between resource room teacher and regular academic teacher will be made regarding course requirements and students' progress.

Part II of Organizational Studies concentrates on developing/remediating deficit areas of students in particular skills such as study skills (including problem solving), organizational skills, and receptive/perceptual skills (listening/reading, expressive).

1. Study Skills - taught through a multimodality approach, i.e., tapes, filmstrips, application

- A. Techniques

1. SQ3R (Survey, Questions, Read, Recite, Review): a way to read textbooks
2. P.O.W. (Plan, Organize, Work)
3. Reference Materials (including dictionaries, encyclopedias, thesaurus, library skills)

- B. Materials: Programmed Study Technique - workbook
How to Study - booklet
Building Competency in Studying - Troll Learning Kit
How to Study - ESP cassette program
Into Study - workbook
Research and Study Skills Center - following directions, sequences and exercises, outlining, organization skills, notetaking, dictionary skills
Test Taking Techniques - tape and cassette - Educational Activities
Skills for Proficiency Tests
Taking Tests - Lakeshore lifeskills program
Study Series - comprehension, dictionary and reference skills, information skills, sentence completion - Milton Bradley
Mapping: Adventures in Mapping - tape, film, book series
Map Reading - Flair notebook
Reading Maps - Lifeskills series
Map Reading - Milliken ditto series

Graphs: Reading Graphs - Lifeskills series
 Graph Reading - Flair notebook
 Tables: Reading Tables - Lifeskills series

II. Problem Solving

- A. Materials: Problem Solving - Lakeshore lifeskills program
 Thinking - book series - Midwest Publications
 Sequencing - Instructional Fair

III. Organizational Skills

- A. Materials: notebooks, dividers, assignment sheets, texts from classrooms
 Learning How to Learn Program - includes notetaking, reviewing, organizing, reading and listening units - Pathfinder series
 Learning to Outline - Lifeskills series
 Using Reference Skills - Lakeshore program

IV. Receptive/Perceptual Skills

A. Listening/Reading

1. Materials: Listening Auditory Competency Kit - Curriculum Associates
 AMT - auditory memory tape series
 Sound Sight Skills - tape/book series
 Listening Skills - tape/book series
 Critical Listening - tape series
 Reading, Listening Comprehension Skills - Educational Activities kit
 Our Wild and Crazy World - Educational Activities kit
 Triple Takes - Readers' Digest
 English for Everyday Living - Media Materials
 Tactics in Reading - Globe Reading Co.
 Short Stories Around the World - Educational Insights
 Great Sport Stories - Educational Insights
 American Short Stories - Educational Insights

B. Expressive

1. Verbal expression - describing orally pictures, experiences and articles: oral research reports from an outline or notes
 2. Written expression - redescribing articles and pictures
 3. Materials: Working Words in Spelling - Curriculum Associates
 Writing Sentences - Curriculum Associates
 Writing Paragraphs - Curriculum Associates
 Organizing a Research Paper - Curriculum Associates
 Write In - series

physical education

Philosophy

Physical Education is a means of providing varied educational experiences predominantly through large muscle activity. As one of the health sciences, it is a broad learning area which promotes healthful living. Although there are certain specific responsibilities in the program of Physical Education, these responsibilities should not be set apart but should be made to harmonize with the total educative process. It is of utmost importance that students be taught the necessary knowledge, skills, and social competence to become contributing members of the society around them.

Program Description

At Portsmouth Senior High School all students who take physical education are mainstreamed in the program. All freshmen, unless medically exempt, are required to take physical education every day, with six weeks being devoted to health education. The course is broken into twelve three-week units, with the student being able to select a new course offering every three weeks. The P. E. staff feels that in this way the students get a wide range of activities without becoming bored by lengthy units. Usually there are four instructors every class period, each of whom offers a different class during that period. In this way a student has a choice, and need not be forced into an activity that they are uncomfortable with. Because there are no standards in P. E. that a student must attain to enter high school, we must evaluate each student and each class as we get them. We start all activities with the basic fundamentals and progress during the three week unit. Teacher evaluations determine how much of a skill progression will be made. Some students may not get beyond the fundamental stage for the entire three week unit. Most of the classes have students with varying skill levels within the same class. In this case we try to improve the skill level of each student within the class. After completing a three week unit we want the student to be comfortable with the activity, so that they may participate in the activity on their own, and without embarrassment.

We offer approximately thirty course offerings during a school year; so rather than write thirty units, we combine them into Individual Activities, Team Activities, and Health Education.

Adaptive Physical Education

The adaptive physical education program at Portsmouth High School has basically the same objectives as the regular program. The student's

handicap is taken into consideration as to the extent that he may get involved in the program. Where there is limitation, an individualized and/or modified activity is planned where it can most parallel what is being taught in the class.

It is important that the student in the adaptive P. E. program experience as much of the activities, nature of the sport, and be included in the social portion of the units as possible. Mainstreaming is a goal of the program in order that all aspects and objectives can be met as closely as possible.

Guidelines

The major objectives of the Physical Education program are to promote physical fitness, develop skill and knowledge of activities and to develop a feeling of enjoyment and accomplishment. That is the format which the department has chosen to follow with the understanding and support of the administration.

Dress

Suitable attire (sweatshirts, shorts, gym suits), sneakers, socks. This is not only for easy care but also for safety.

Participation

All students are required to participate unless a note from a nurse or M. D. states otherwise. Attendance is still necessary.

There will be 5 minutes to dress and report to the gym. NO ONE WILL BE ALLOWED IN THE ATHLETIC BUILDING LOCKER ROOM. Do not leave your clothes there.

Ten minutes are allowed for showering and dressing at the end of class. Twelve minutes will be allowed when we are out.

Evaluation/Grading System

Points are earned by attendance and participation. Points are deducted for the following:

- 5 absent from class (excused absence can be made up)
- 5 late, no excuse
- 5 leaving class early
- 5 no participation or no gym clothes
- 10 unexcused absence
- 10 failure to make up written or skills test

Written and skills tests are 30% of total grade. Attendance/Participation - 60%. Improvement - 10%. P. E. grades are like the regular grading system.

Health and fitness will be required of each student. This will be averaged into the P. E. grade as two units.

Three units make up a quarter. To pass, 210 points must be accumulated.

Long Term Medical. Excused for more than three weeks. No credit will be given, and semester made up.

Short Term Medical. If excused less than 3 weeks, student may come to class, observe, take quiz and receive a grade.

Security. All students wishing to purchase a lock may do so at the P. E. Office (across the street). You will be given a locker. You will be responsible for your own security. We will lock up the locker room, but you must keep your own things locked up in your locker. LOCK UP EVERYTHING!!!

INDIVIDUAL ACTIVITIES

Unit Objective

Individual activities are those that can be played by an individual or a few people. Many of these activities are also termed lifetime sports, because they can be modified by the participants to their skill level or desired level of exertion. These activities also do not require many participants, who may be difficult to round up as people get older. We offer individual activities in the hope that the students will find an activity that they enjoy doing. If they enjoy the activity they are more likely to participate outside of class and in later life, thus improving their physical well being.

Topics included in this unit:

Archery	Gymnastics	Paddle Ball
Badminton	Handball	Tennis
Bowling	Horseshoes	Weight Training
Cross Country Skiing	Orienteering	Womens Self Defense
Dance	Outdoor Education	Yoga
Golf		

Pre-test

We evaluate students in the class primarily through informal observations during the first class days. We stress fundamentals during the first few days, and if the student is not ready to move onward we will stay at this level until his skill level warrants the move.

Lesson

Our classes start with the fundamental skills of each activity and progress through the skill levels until we feel that the students are ready to participate in the actual activity. We do this so the student does not get frustrated if forced into a competitive situation too soon. The students play against or with students of matching ability when possible. Rules for the activities are also explained for each activity. We want each student to be comfortable with each activity they are introduced to, and not be embarrassed to participate in the activity.

For a student who is handicapped, we adapt the activity so that the student may participate in and enjoy the activity. An example of this is having a sighted student act as a guide for a visually handicapped student in a cross country skiing unit. In this way the handicapped student learns to ski, gets the physical benefits of the activity, and both students learn to work with others. Students helping each other allows the instructor to work with many class members rather than just a few.

Post-test

Tests, both written and skill, are often given at the completion of a unit. Written tests are used primarily to evaluate the student's knowledge of rules. Skill tests evaluate skill progression and teaching effectiveness.

Teacher Reference List (found in Physical Education Department)

1. Rule books that pertain to Individual Activity; National Federation of State High School Associations.
2. Portsmouth High School's Physical Education Handbook.
3. Physical Education Activities Handbook, by Stanley and Waglow; Allyn and Bacon.

Student Reference List (found in High School Library)

1. The Game of Football, by Jack Newcombe.
2. Sports Illustrated Judo, by Paul Stewart.
3. Basic Basketball Strategy, by Harley Knosher.
4. Basic Baseball Strategy, by S. H. Freeman.
5. Sports Illustrated Basketball, by Editors of Sports Illustrated.
6. Sports Illustrated Baseball, by Editors of Sports Illustrated.
7. Sports Illustrated Handball, by Wayne J. McFarland.

Other Activities

Students may become involved in activities within the following agencies:

1. Community Center
2. Pease Base Gym
3. J. F. K. Center
4. Community Swimming Pool
5. Y. W. C. A.
6. N. H. A. A. G. S.
7. Amateur Athletic Union
8. Interscholastic Athletics
9. Special Olympics
10. Junction
11. Skating Arenas
12. Bowl-A-Rama
13. Local Golf Courses
14. U. S. M. C. Physical Fitness Test

Resource Activities

1. 1976 Olympic Games (video tape)

TEAM ACTIVITIES

Unit Objectives

To teach the students the basic or fundamental skills necessary to perform the activity. Another is to show the importance of teamwork in achieving success in team activities. We also encourage students to further their skills in these activities through Intramurals and/or Interscholastic Athletics. Physical Fitness can be achieved through a regular program of team or individual activities. We hope our classes will inspire students to participate regularly.

Topics Included in This Unit

Basketball
Field Hockey
Lacrosse
Soccer

Softball
Street Hockey
Team Handball
Touch Football

Track and Field
Volleyball
Wrestling

Pre-test

As in the individual activities, informal teacher evaluations of student skills is the pre-test.

Lesson

We give all the students a knowledge of how the activity is played and what the rules are. We then teach the individual skills necessary to perform the activity. In some classes we spend the bulk of the unit working on individual skills, such as dribbling in basketball. After the individual skills are developed to an acceptable level, we work with the team concept. We emphasize teamwork to achieve success in these activities. We involve all our students in these activities, handicapped or not. In these activities, the students learn their strengths and weaknesses. They learn to use team work to maximize their strength and minimize their weaknesses. In a game of volleyball, a short person would not try to be a spiker, but would develop their skill as a set up person and improve the team as a whole. We attempt to adapt all the activities that can be participated in by handicapped individuals. We have had individuals who could not participate in the total activity, but could do parts of the activity. An example of this is using sound on the rim of a basket to give a visually handicapped student a target to shoot for.

Post-test

Both written and skill tests are used in these units.

Teacher Reference List

1. Rule Books that pertain to Team Sports; National Federation of State High School Associations.
2. Portsmouth High School's Physical Education Handbook.
3. Physical Education Activities Handbook, by Stanley and Waglow; Allyn and Bacon.

Other Activities

1. Community Center
2. J. F. K. Center
3. Y. W. C. A.
4. Intramural Athletics
5. Interscholastic Athletics
6. Special Olympics
7. Junction
8. Little League Baseball
9. Babe Ruth Baseball
10. American Legion Baseball
11. Senior League Football
12. Church League Basketball

HEALTH EDUCATION

Unit Objective

Health Education is a required unit in our Physical Education Program. Each student is required to take two three-week health units. We feel that health and physical fitness go hand in hand, so health education is an important part of our curriculum. Upon completion of this unit the student will be more aware of the importance of healthful living. They will also be aware of area agencies that can aid people with health problems.

Topics Included in This Unit

1. Tobacco, Drug and Alcohol Education
2. Family Services - area agencies that serve family needs (Red Cross, The Junction, Alcoholics Anonymous)
3. Family Planning and Birth Control
4. Venereal Disease Education
5. First Aid
6. Nutrition
7. Personal Hygiene
8. Mental Health
9. Relationship between physical fitness and good health.

Lesson

Our lessons are taught utilizing any current material available. We utilize film strips, video-tapes, guest speakers, and teacher lectures. Student discussion is encouraged so that the students may analyze their own feelings toward a topic being covered. In this manner we feel that the students may come to the realization, on their own, that some of their health practices or habits should be improved. We also discuss why people do things that they know are harmful to themselves.

Post-test

Written tests are given to determine if the students have an understanding of the material covered. In the First Aid Unit the students are sometimes

given practical exams where they must react to first aid emergencies, utilizing classmates as victims.

Teacher Reference List (Health Materials)

1. Health for Effective Living; McGraw-Hill Book Co.
2. The Complete Illustrated Book of Better Health; J. G. Ferguson Pub. Co.
3. Nutrition for Health; McGraw-Hill Book Co.
4. Nutrition and Physical Fitness; W. B. Saunders Co.
5. N. H. Division of Public Health, Bureau of Communicable Disease Control
6. N. H. Program on Alcohol and Drug Abuse, Concord, New Hampshire

Resource Activities

Films and Filmstrips

1. Your Food - Chance or Choice - National Dairy Council
2. Nutrition: Foods, Fads, Frauds, Facts - Guidance Associates
3. Incredible Machine - National Geographic
4. Fractures and Splinting - Red Cross
5. Shock - Red Cross
6. Bandaging and Bleeding - Red Cross
7. Films available from N. H. Program on Alcohol and Drug Abuse, Concord
8. Public Health Film Library, Concord, New Hampshire

Guest Speakers

1. School Nurse
2. Portsmouth Rehabilitation Center
3. The Junction
4. Portsmouth Police Department
5. Portsmouth Fire Department
6. Portsmouth District Nurses Association
7. N. H. Lung Association
8. Alcoholics Anonymous
9. Odyssey House
10. N. H. Child and Family Services
11. Well Baby Clinic; Portsmouth District Nurses Association
12. Family Planning; Portsmouth District Nurses Association

resource math

Resource Math will provide students with up to 3 years of Math which gives practical experience in basic math operations applied to everyday living situations. Students may or may not eventually progress into other math selections such as remedial math.

The functional math component integrated within all 3 years of the curriculum will include:

I. Money Skills

- A. Counting
- B. Making Change
- C. Computing Money Problems

II. Time

- A. Telling time to hour, half hour, 15 minute, 10 minute, and 5 minute intervals
- B. Reading and writing time
- C. Reading and reciting days, weeks, months

III. Measurement

A. Liquid

- 1. Read and use liquid terms: pint, quart, gallon
- 2. Convert liquid units

B. Linear

- 1. Read and use linear terms
- 2. Measure in inches, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$ & in centimeters
- 3. Measure in feet, yards, meter
- 4. Convert linear units

C. Weight

- 1. Recognize and use terms: ounces, pounds, grams

D. Temperature

- 1. Read thermometers
- 2. Use terms and symbols
- 3. Differentiate between centigrade and Fahrenheit

IV. Banking

- A. Opening and using a savings account
- B. Opening and using a checking account
- C. Applying for a loan

V. Personal Math

- A. Budgeting/Figuring Discounts
- B. Income Tax Forms

The following basic math skills will be covered in a 3 year span.

1st year: Basic I - addition, subtraction, multiplication, beginning division, word problems

2nd year: Basic II - review basics I, fractions: adding, subtracting like and unlike fractions; multiplying, dividing like and unlike fractions; introduce decimals

3rd year: Review basics with intermediate functional math

Materials: Personal Math - Lakeshore program
 Taskmaster Math Paks - book series
 Aftermath - book series
 Sports n' Things - Math series
 Survival Math - card kit
 Math for Everyday Living - text
 Math I - text
 Math II - text & workbook
 Number Power I - workbook
 Number Power II - workbook
 Real Life Math Skills - workbook
 Real Life Consumer Economics - workbook
 Math Plus-Sports - card series
 Purchase - money game
 Survival Math Skills - ditto series
 Whole Numbers - ditto series
 Building Test-taking Skills in Math - ditto series
 Math Test-taking Tips - ditto series
 Math Magazine
 Programmed Math for Adults - Sullivan Associates Program from McGraw-Hill Book Co.
 Calculators/Computer
 Money Makes Sense - workbooks - Pitman Learning
 Using Dollars and Sense - workbooks - Pitman Learning
 Working Makes Sense - workbooks - Pitman Learning
 SRA Skill Modes in Mathematics Level I, Level II - $\times/\div$ flash-cards
 Barron's Back to Basics Series
 Your Daily Math I - Peter Bahlay - Mafex Associates
 Your Daily Math II - Peter Bahlay - Mafex Associates
 Creative Teaching Associates Workbook Series
 Life Skills Math Series - workbook - Mosenfelder
 Math America Series - Midwest Publications
 Math Amusements in Developing Skills - Midwest Publications

basic math

Basic Math is designed for the student who has demonstrated a continuing weakness with basic arithmetic skills. In this course the student will gain a feeling of accomplishment and confidence in his ability to do and understand simple arithmetic skills and the usage and application of these skills in daily living. Any student who has mastered the skill of working with fractions and decimals should not be in this course. A pretest should be given to each student to determine his weaknesses and strengths and whether he/she belongs in Basic Math.

The course in Basic Math consists of five units:

1. Whole Numbers
2. Fractional Numbers
3. Decimal Numbers
4. Percents
5. Applications

Unit 5 can be broken down in any order, depending on the needs of the level of the class. Although there is a special unit on applications, they should be included within all the other units to give meaning to each of the arithmetic operations.

This is an example of the way students keep track of assignments and grades in individualized folders.

NAME		HOMEROOM	
DATE	ASSIGNMENT	GRADE	CORRECTIONS

UNIT 1 - WHOLE NUMBERS

- I. Unit Objective - The student will gain confidence, speed, accuracy and a better understanding of the use and manipulation of whole numbers.
- II. Pretest - A pretest may be given to decide which students and which operations need the most work. Any student who appears to know all the operations with whole numbers should be tested to see if he/she should be considered for General Math.
- III. Topics to be Included in this Unit
 1. Place notation - reading and writing whole numbers
 2. Addition
 3. Subtraction
 4. Multiplication (stress tables)
 5. Division (including remainders)
 6. Rounding numbers and estimating answers for each operation
 7. Application - one and two step problems involving whole numbers
- IV. Lesson
 1. Chalkboard presentation of examples
 2. Students working at board, others at their desks
 3. Students working on problems from textbook
 4. Worksheets
 5. Drill and flash cards

Constant review of all operations and meaning of numbers.
- V. Post test - A test is given when each operation is completed. Besides concentrating on present operation, the past operations are tested. A final test on all operations before continuing to next unit should be given. Operations of whole numbers should be tested throughout the year.
- VI. Activities
 1. Speed Tests on basic facts

Given daily during first 5 minutes of class

Add	100 problems - 5 minutes - at first
Subtract	4 minutes - later on
Multiply	3 minutes - final goal
Divide	

Results and student progress are recorded on graphs. Students make bar and line graph and record scores daily. This helps them

see how they improve. The students also learn how to read and make graphs. Making the graph is a good exercise in following directions.

2. Relay races - class broken up into teams to compete against each other for drill in certain skills (speed)
3. Bingo - (teacher made game)
4. Cross Number Puzzles
5. Dominoes
6. Board Games
7. Cribbage
8. Cards
9. Flash Cards
10. Counting Boards and Abacus
11. Large plastic multiplication table

VII. Resources - Listed at end

UNIT 2 - FRACTIONAL NUMBERS

- I. Unit Objective - The student will understand the meaning of fractions and will acquire the ability of adding, subtracting, multiplying, and dividing fractions. Emphasis will be placed on developing the student's awareness of use and application of fractions to daily living situations.
- II. Pretest - Optional
- III. Topics to be Included in this Unit
 1. Meaning of a fraction - part of a group, part of a whole
 2. Halves, thirds, fourths, fifths, sixths, eighths, tenths, twelfths, sixteenths, hundredths
 3. Changing to higher terms for lowest common denominator: use multiples, least common multiple
 4. Reducing to lowest terms: use factors, greatest common factor, divisibility rules
 5. Improper fractions to mixed numerals
 6. Addition and subtraction of fractions and mixed numerals with like denominators
 7. Addition and subtraction of fractions and mixed numerals with unlike denominators
 8. Mixed numerals to improper fractions
 9. Multiplication of fractions and mixed numerals
 10. Division of fractions and mixed numerals
 11. Applications - one and two step word problems
- IV. Lesson
 1. Chalkboard presentation of examples
 2. Make and cut out fractional drawings to see the concrete meaning
 3. Students working at board, others at their desks
 4. Students working on problems from textbook
 5. Worksheets
- V. Post test - A test is given after each topic above along with any work covered to that point. A test is given on entire unit when unit is completed.
- VI. Activities
 1. Speed tests on whole number facts, but not every day now
 2. Speed tests on reducing fractions: start with 25 problems in 3 minutes then increase
 3. Fraction bars: students make their own
 4. Multiples of 2 from 0-100: same for 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
 5. Sieve of Eratosthenes - use multiples of 2, 3, 5, 7 - find primes

6. Factor all numerals from 1-100 using factor trees and then listing factors in order

$$\begin{array}{r} 12 \\ 1 \times 12 \\ 2 \times 6 \\ 3 \times 4 \\ 1, 2, 3, 4, 6, 12 \end{array}$$

7. Divisibility rules
8. Addition and subtraction of fractions using the ruler.

VII. Resources - Listed at the end

UNIT 3 - DECIMAL NUMBERS

- I. Unit Objective - Upon completion of this unit, the student will be able to read, write, apply and work with all problems involving decimals and decimal notation.
- II. Pretest - Optional
- III. Topics to be Included in this Unit
 1. Reading and writing decimals, understanding a decimal
 2. Comparing values of numbers in decimal notation
 3. Addition of decimals
 4. Subtraction of decimals
 5. Multiplication of decimals
 6. Division of decimals
 7. Multiplying and dividing by 10, 100, 1000 by moving decimal
 8. Rounding decimals
 9. Applications including money problems
- IV. Lesson
 1. Chalkboard presentation of examples
 2. Students working at board, others at their desks
 3. Students working on problems from textbook
 4. Worksheets
- V. Post test - Tests will be given throughout this unit. The final test on this unit will include reading and writing of decimals, examples from each operation to test understanding of the placement of the decimal point, and rounding of a number.
- VI. Activities
 1. Relay races
 2. Store catalogues to compare wholesale and retail prices
 3. Store advertisements to plan shopping lists and family budgets
 4. Application - one and two step word problems
 5. Calculators
- VII. Resources - Listed at end

UNIT 4 - PERCENTS

- I. Unit Objective - By the end of this unit, the student will understand the meaning and use of percents in everyday life, pertaining to sales tax, mortgages, income tax, social security, and discounts.
- II. Pretest - Optional
- III. Topics to be Included in this Unit
 1. Meaning of percent,
Changing from fraction to decimals
Changing from fraction to percent
Changing from decimal to fraction
Changing from decimal to percent
Changing from percent to decimal
Changing from percent to fraction
 2. Finding percentage
 3. Using percentage
 4. Finding base
 5. Finding rate
- IV. Lesson
 1. Chalkboard presentation of examples
 2. Discussion on use
 3. Drill - Fraction to decimal to percent
 4. Worksheets
 5. Students working at board, others at desks
 6. Students working on problems from text
- V. Post test - Tests will be given throughout this unit. The final test on this unit will include problems on the use and understanding of percents as well as the various ways to interchange decimals and fractions and percents.
- VI. Activities
 1. Make a chart - decimals to fractions to percents for the most common ones used
 2. Speed test on decimals to fractions to percents
- VII. Resources - Listed at end

UNIT 5 - APPLICATIONS

- I. Unit Objective - At the end of this unit the student will decide when and how to use the different operations of arithmetic to solve given problems. The topics in this unit may be done during the year as a break from constant drill. Most of the applications involve the use of all operations of whole, fractional, and decimal numerals. However, any topic could be modified to fit into any part of the Basic Math Program.
- II. Pretest - Optional
- III. Topics to be Included in this Unit
 1. Calculators for operations and shopping problems
 2. Hourly wages and overtime pay
 3. Reading and writing paycheck stubs; deductions, F.I.C.A., income tax, credit union, state and city tax, union dues, retirement. Also gross vs. net.
 4. Checking accounts: writing checks and deposit slips, balancing checkbook
 5. Banking and interest rates: deposit and withdrawal slips
 6. Business applications: percent markup, discounts, tax
 7. English measure
 8. Metric measure
 9. Area and perimeter
 10. Geometric figures
 11. Money and making change
 12. Using catalogues
 13. Shopping lists
 14. Travel - maps, budgets, distance, mileage
- IV. Lesson
 1. Class discussion
 2. Class activity
 3. Chalkboard explanation
 4. Worksheets
 5. Students working on problems from text
- V. Post test - Each topic should be tested as it is covered during the year.
- VI. Activities
 1. Metric tapes
 2. Ruler
 3. Micrometer
 4. Geoboards
 5. Geometric shapes
 6. Calculators
 7. Games

8. Play money
9. Compasses
10. Protractors

VII. Resources - Listed at end

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

NAME .A

$$\frac{\text{Problems Correct}}{\text{Problems Done}} = \frac{\quad}{\quad}$$

Time : 97 X 6-12

[illegible]

1 1×1 1	2 1×2 1,2	3 1×3 1,3	4 1×4 2×2 1,2,4
5 1×5 1,5	6 1×6 2×3 1,2,3,6	7 1×7 1,7	8 1×8 2×4 1,2,4,8
9 1×9 3×3 1,3,9	10 1×10 2×5 1,2,5,10	11 1×11 1,11	12 1×12 2×6 3×4 1,2,3,4,6,12
13 1×13 1,13	14 1×14 2×7 1,2,7,14	15 1×15 3×5 1,3,5,15	16 1×16 2×8 4×4 1,2,4,8,16

NAME _____

$$\frac{\text{Problems Correct}}{\text{Problems Done}} = \frac{\quad}{\quad}$$

$$\text{Time} \div \quad$$

$2 \overline{)4}$	$6 \overline{)30}$	$8 \overline{)40}$	$1 \overline{)5}$	$9 \overline{)27}$	$7 \overline{)14}$	$4 \overline{)12}$	$3 \overline{)21}$	$5 \overline{)20}$	$1 \overline{)9}$
$4 \overline{)32}$	$9 \overline{)54}$	$2 \overline{)16}$	$3 \overline{)27}$	$7 \overline{)42}$	$1 \overline{)3}$	$8 \overline{)24}$	$6 \overline{)18}$	$5 \overline{)30}$	$2 \overline{)12}$
$6 \overline{)36}$	$3 \overline{)15}$	$7 \overline{)49}$	$9 \overline{)18}$	$4 \overline{)28}$	$8 \overline{)56}$	$5 \overline{)45}$	$1 \overline{)8}$	$8 \overline{)72}$	$2 \overline{)8}$
$4 \overline{)24}$	$7 \overline{)63}$	$9 \overline{)36}$	$4 \overline{)4}$	$5 \overline{)40}$	$9 \overline{)9}$	$6 \overline{)48}$	$8 \overline{)64}$	$3 \overline{)12}$	$1 \overline{)7}$
$9 \overline{)72}$	$5 \overline{)5}$	$3 \overline{)24}$	$2 \overline{)10}$	$6 \overline{)42}$	$7 \overline{)28}$	$1 \overline{)1}$	$4 \overline{)36}$	$8 \overline{)32}$	$5 \overline{)15}$
$6 \overline{)54}$	$7 \overline{)35}$	$3 \overline{)6}$	$2 \overline{)2}$	$9 \overline{)63}$	$6 \overline{)12}$	$3 \overline{)18}$	$1 \overline{)6}$	$4 \overline{)8}$	$7 \overline{)21}$
$2 \overline{)18}$	$5 \overline{)35}$	$8 \overline{)16}$	$1 \overline{)2}$	$9 \overline{)45}$	$7 \overline{)7}$	$5 \overline{)25}$	$8 \overline{)48}$	$6 \overline{)6}$	$4 \overline{)20}$
$8 \overline{)8}$	$9 \overline{)81}$	$3 \overline{)3}$	$6 \overline{)24}$	$5 \overline{)10}$	$1 \overline{)4}$	$7 \overline{)56}$	$2 \overline{)6}$	$4 \overline{)16}$	$3 \overline{)9}$
$2 \overline{)14}$	$9 \overline{)54}$	$7 \overline{)56}$	$9 \overline{)63}$	$6 \overline{)42}$	$4 \overline{)36}$	$9 \overline{)81}$	$7 \overline{)35}$	$4 \overline{)16}$	$6 \overline{)36}$
$5 \overline{)40}$	$8 \overline{)64}$	$9 \overline{)45}$	$9 \overline{)72}$	$7 \overline{)49}$	$8 \overline{)48}$	$7 \overline{)28}$	$5 \overline{)25}$	$4 \overline{)32}$	$4 \overline{)16}$

17 1×17 1,17	18 1×18 2×9 3×6 1,2,3,6,9,18	19 1×19 1,19	20 1×20 2×10 4×5 1,2,4,5,10,20
21 1×21 3×7 1,3,7,21	22 1×22 2×11 1,2,11,22	23 1×23 1,23	24 1×24 2×12 3×8 4×6 1,2,3,4,6,8,12,24
25 1×25 5×5 1,5,25	26 1×26 2×13 1,2,13,26	27 1×27 3×9 1,3,9,27	28 1×28 2×14 4×7 1,2,4,7,14,28
29 1×29 1,29	30 1×30 2×15 3×10 5×6 1,2,3,5,6,10,15,30	31 1×31 1,31	32 1×32 2×16 4×8 1,2,4,8,16,32

33 1×33 3×11 1, 3, 11, 33	34 1×34 2×17 1, 2, 17, 34	35 1×35 5×7 1, 5, 7, 35	36 1×36 2×18 3×12 4×9 6×6 1, 2, 3, 4, 6, 9, 12, 18, 36
37 1×37 1, 37	38 1×38 2×19 1, 2, 19, 38	39 1×39 3×13 1, 3, 13, 39	40 1×40 2×20 4×10 5×8 1, 2, 4, 5, 8, 10, 20, 40
41 1×41 1, 41	42 1×42 2×21 3×14 6×7 1, 2, 3, 6, 7, 14, 21, 42	43 1×43 1, 43	44 1×44 2×22 4×11 1, 2, 4, 11, 22, 44
45 1×45 3×15 5×9 1, 3, 5, 9, 15, 45	46 1×46 2×23 1, 2, 23, 46	47 1×47 1, 47	48 1×48 2×24 3×16 4×12 6×8 1, 2, 3, 4, 6, 8, 12, 16, 24, 48

49 1×49 7×7 1, 7, 49	50 1×50 2×25 5×10 1, 2, 5, 10, 25, 50	51 1×51 3×17 1, 3, 17, 51	52 1×52 2×26 4×13 1, 2, 4, 13, 26, 52
53 1×53 1, 53	54 1×54 2×27 3×18 6×9 1, 2, 3, 6, 9, 18, 27, 54	55 1×55 5×11 1, 5, 11, 55	56 1×56 2×28 4×14 7×8 1, 2, 4, 7, 8, 14, 28, 56
57 1×57 3×19 1, 3, 19, 57	58 1×58 2×29 1, 2, 29, 58	59 1×59 1, 59	60 1×60 2×30 3×20 4×15 5×12 6×10 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60
61 1×61 1, 61	62 1×62 2×31 1, 2, 31, 62	63 1×63 3×21 7×9 1, 3, 7, 9, 21, 63	64 1×64 2×32 4×16 8×8 1, 2, 4, 8, 16, 32, 64

65 1 x 65 5 x 13 1, 5, 13, 65	66 1 x 66 2 x 33 3 x 22 6 x 11 1, 2, 3, 6, 11, 22, 33, 66	67 1 x 67 1, 67	68 1 x 68 2 x 34 4 x 17 1, 2, 4, 17, 34, 68
69 1 x 69 3 x 23 1, 3, 23, 69	70 1 x 70 2 x 35 5 x 14 7 x 10 1, 2, 5, 7, 10, 14, 35, 70	71 1 x 71 1, 71	72 1 x 72 2 x 36 3 x 24 4 x 18 6 x 12 8 x 9 1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72
73 1 x 73 1, 73	74 1 x 74 2 x 37 1, 2, 37, 74	75 1 x 75 3 x 25 5 x 15 1, 3, 5, 15, 25, 75	76 1 x 76 2 x 38 4 x 19 1, 2, 4, 19, 38, 76
77 1 x 77 7 x 11 1, 7, 11, 77	78 1 x 78 2 x 39 3 x 26 6 x 13 1, 2, 3, 6, 13, 26, 39, 78	79 1 x 79 1, 79	80 1 x 80 2 x 40 4 x 20 5 x 16 8 x 10 1, 2, 4, 5, 8, 10, 16, 20, 40, 80

81 1 x 81 2 x 27 9 x 9 1, 3, 9, 27, 81	82 1 x 82 2 x 41 1, 2, 41, 82	83 1 x 83 1, 83	84 1 x 84 2 x 42 3 x 28 4 x 21 6 x 14 7 x 21 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84
85 1 x 85 5 x 17 1, 5, 17, 85	86 1 x 86 2 x 43 1, 2, 43, 86	87 1 x 87 3 x 29 1, 3, 29, 87	88 1 x 88 2 x 44 4 x 22 8 x 11 1, 2, 4, 8, 11, 22, 44, 88
89 1 x 89 1, 89	90 1 x 90 2 x 45 3 x 30 5 x 18 6 x 15 9 x 10 1, 2, 3, 5, 6, 9, 10, 15, 18, 30, 45, 90	91 1 x 91 7 x 13 1, 7, 13, 91	92 1 x 92 2 x 46 4 x 23 1, 2, 4, 34, 46, 92
93 1 x 93 3 x 31 1, 3, 31, 93	94 1 x 94 2 x 47 1, 2, 47, 94	95 1 x 95 5 x 19 1, 5, 19, 95	96 1 x 96 2 x 48 3 x 32 4 x 24 6 x 16 8 x 12 1, 2, 3, 4, 6, 8, 12, 16, 24, 32, 48, 96

science

This course is designed to give the student a fuller understanding of the world around them. The material covered has been specially developed to meet the needs of these students. Whenever possible the material is related to New England and the Seacoast Area in particular. Current events are discussed and often elaborated upon.

Puzzles and games are provided with each unit as a form of review. A set of review questions is also used to highlight important points. Students are required to do these forms of review.

Because of the varied but generally low reading ability of the Level I student, both quizzes and tests that are given to students for each unit are read aloud to this entire group.

Unit 1	Time
Unit 2	Sun
Unit 3	Moon
Unit 4	Seasons
Unit 5	Solar System
Unit 6	UFO
Unit 7	Meteorology
Unit 8	Air Masses
Unit 9	Fronts
Unit 10	Violent Storms
Unit 11	Ice Age
Unit 12	Restless Earth
Unit 13	Oceans
Unit 14	Life in the Ocean
Unit 15	Target Portsmouth
Unit 16	Nuclear War
Unit 17	Nutrition
Unit 18	Additives

UNIT 1

TIME

I. Unit objective - At the end of this unit, students will have an understanding of the common units of time as well as the movement of those heavenly bodies which give us those units.

II. Lessons

- A. Units of time
- B. Rotation & revolution - motions that give us units of time
- C. Telling time by the position of sun
- D. Time zones
- E. Our time vs. light year

III. A.V. aids

- A. Video - It's About Time 1 hr.
- B. Filmstrip - Rotation
- C. Filmstrip - Revolution

IV. Resource material (Books)

- Time

UNIT 2

SUN

- I. Unit objective - That students understand how their whole life is totally dependent on the sun as we see it. How man has been affected and how we can use our star called the Sun.

II. Lessons

- A. What is a star/sun
- B. Size of sun vs. earth
- C. Surface features of sun
- D. Effects of sun on earth
- E. Importance of sun to us
- F. Sun's future
- G. Solar energy

III. A.V. aids

- A. Video: The Solar Image $\frac{1}{2}$ hr.
- Stars: the Nuclear Furnace $\frac{1}{2}$ hr.
- The Birth of Stars $\frac{1}{2}$ hr.
- Birth and Death of a Star $\frac{1}{2}$ hr.
- The Lives of Stars 1 hr.
- Sunspot Mystery 1 hr.
- B. Filmstrip: Sun
 - Solar Energy
 - Nuclear Energy
 - Atoms

IV. Resource Materials

- A. Slides: 65 slides of sun
- B. Books: A Star Called the Sun
- The Sun
- The Friendly Stars
- The Structure and Evolution of the Stars
- Inside the Atom
- Stars & Outer Space Made Easy
- Stars and the Universe
- Red Giants and White Dwarf
- The Solar System
- Sun, Weather, and Climate

UNIT 3

MOON

- I. Unit objective - To gain an understanding of what the surface of the moon is like and how it differs from earth. We also will study how the moon affects us.

II. Lessons

- A. Natural vs. man-made satellites
- B. Relating size with distance
- C. Gravity
- D. Orbit in general
- E. Tides on earth
- F. Phases of the moon
- G. Moon's orbit
- H. Eclipses - lunar & solar
- I. Do's & don'ts of solar eclipse
- J. Surface conditions on moon

III. A.V. aids

- A. Video: Lunar Motion and Appearance $\frac{1}{2}$ hr.
 Eclipses and Lunar Dimensions $\frac{1}{2}$ hr.
 Lunar Geology $\frac{1}{2}$ hr.
 Apollo 15 $\frac{1}{2}$ hr.
 Space 1999: Breakaway 1 hr.
 One Small Step 1 hr.
 Tranquillity Base 1 hr.
- B. Filmstrip: Moon
 Farewell to the Moon
 Apollo 11
 Before and After Apollo 11

IV. Resource Materials

- A. Slides: 150 slides on moon
 Apollo 11 - 25
 Apollo 17 - 20
- B. Books

UNIT 4

SEASONS

- I. Unit objective - To understand why the weather and climate changes about every 3 months and the important role of the sun in the change.

II. Lessons

- A. The 4 seasons and dates of each (Start-End)
- B. Tilt of Earth's axis and revolution of Earth
- C. Direct rays of sun vs. indirect rays
- D. Latitude and climate
- E. Hemisphere and climate
- F. Specifics of Summer season
- G. Specifics of Fall season
- H. Specifics of Winter season
- I. Specifics of Spring season

III. A.V. aids

- A. Video: None
- B. Filmstrip: Seasons I & II

IV. Resource Materials

- A. Slides: About 30 slides for each season
- B. Books: None

UNIT 5

SOLAR SYSTEM

- I. Unit objective - To understand how each planet differs from the others, how we are unable to live on any other planet, and to understand the present nature of planetary exploration.

II. Lessons

- A. Nature of solar system
- B. Probes - and other means of gathering information
- C. In-depth look at each of the 9 planets
- D. Speculation on the existence of Planet X
- E. Differences between inner and outer planets
- F. What makes a planet suitable for life

III. A.V. aids

- A. Video: Mercury $\frac{1}{2}$ hr.
- Venus $\frac{1}{2}$ hr.
- Earth $\frac{1}{2}$ hr.
- Mars $\frac{1}{2}$ hr.
- Mars - in the 70's $\frac{1}{2}$ hr.
- Jupiter $\frac{1}{2}$ hr.
- Saturn $\frac{1}{2}$ hr.
- Uranus, Neptune, and Pluto $\frac{1}{2}$ hr.
- Comets and Meteors $\frac{1}{2}$ hr.
- Heaven and Hell 1 hr.
- Blues for a Red Planet 1 hr.
- Who Speaks for Earth 1 hr.
- Jupiter 1 hr.
- Solar System 1 hr.
- Resolution on Saturn 1 hr.
- B. Filmstrips: Solar System
- Exploring the Solar System
- The Planets

IV. Resource Materials

- A. Slides: Numerous slides on each planet
- B. Books: The Solar System
- Comets, Meteors, and Men
- Exploring the Planets
- Comet Kohoutek
- Earth, Moon & Planets
- Environments Out There
- Manned Space Flight
- The Earth Is Round
- Man's Conquest of Space
- Let's Explore Outer Space
- Meteorites
- Origin of the Solar System

UNIT 5 - Page 2

IV. Resource Materials (Cont.)

Hollow Earth
The Early Earth
Jupiter
ABC's of Space
Cambridge Encyclopedia of Astronomy
Dictionary of Astronomy
Exploring the Planets
Beyond the Threshold
A Giant Leap for Mankind
First Small Step

UNIT 6

UFO

- I. Unit objective - To explore the possibility of the existence of life elsewhere. The pros and cons of this issue are explored.

II. Lessons

- A. Descriptions of UFO
- B. Reported aerodynamics of UFO
- C. Where do they come from?
- D. Close encounters
- E. History of reports
- F. Project Bluebook - Condon report
- G. Have we been visited in the past?
- H. IFO
- I. Local incidents

III. A. V. aids

- A. Video: Chariots of the Gods 1½ hr.
- UFO incident 2 hr.
- Star Wars 2 hr.
- Alien 2 hr.
- Hanger 18 1½ hr.
- It, Terror from Beyond Space 1½ hr.
- In Search of Ancient Mysteries 1 hr.
- The Case of the UFO 1 hr.
- Andromeda Strain 3 hr.
- UFO Australia ½ hr.
- Martians ½ hr.
- ET and Friends 1 hr.
- B. Filmstrips: Life in the Universe
- Search for Extraterrestrial

IV. Resource Materials

- A. Slides: UFO
- Close Encounters
- IFO
- A 125 slide program
- B. Books: UFO's: What on Earth Is Happening
- Life in the Universe
- Chariots of the Gods
- Gold of the Gods
- Intelligent Life in the Universe
- UFO Encyclopedia
- Extraterrestrial Civilizations

UNIT 7

METEOROLOGY

- I. Unit objective - At the end of this chapter students will have a much better understanding of the vocabulary words used by meteorologists. This chapter also explains the basic concepts that students will need to know to better understand the next chapters.

II. Lessons

- A. Differences between weather & climate
- B. Precipitation forms
- C. Conduction vs. convection
- D. 3 major forces that influence temperature
- E. Why does it rain
- F. Why is there wind
- G. Highs and lows

III. A. V. aids

- A. Video: None
- B. Filmstrips: The Sun and the Weather
The Winds Around Us
Rain and Snow
Humidity and How It Affects Us
Rain
Wind
Climate I-IV

IV. Resource Materials

- A. Slides: Weather
- B. Books: The Weather Conspiracy
Weather
Watching for the Wind
Weather Facts and Feats
Elements of Weather
Climate Through the Ages
Weather and Health
Essentials of Meteorology
Climate and Weather
Weather and Climate Modifications
Meteorology
Look at the Sky

UNIT 8

AIR MASSES

- I. Unit objective - That the student will understand the formation and movement of big parcels of air; what the relationship of latitude is to air properties; and where does the air come from that affects Portsmouth

II. Lessons

- A. What is an air mass
- B. Source regions
- C. Types of air mass and properties
- D. Effects of latitude on air masses
- E. Map showing air masses that affect Portsmouth and New England

III. A. V. aids

- A. Video: None
- B. Filmstrips: Air Masses & Weather Fronts
Forecasting the Weather

IV. Resource Materials

- A. Slides: Air Mass
- B. Books: New England Weather Book
Eric Sloane Weather Book

UNIT 9

FRONTS

- I. Unit objective - Students will understand what happens when different air masses collide; students will use information from previous chapters

II. Lessons

- A. What is a front
- B. Conditions of frontal zone
- C. Who will win the pushing match
- D. Role of the sun's rays (season) in the pushing match
- E. Specifics of a warm front
- F. Specifics of a cold front
- G. Specifics of a stationary front

III. A. V. aids

- A. Video: Air Is for Breathing
- B. Filmstrips: Forecasting the Weather
Weather and Man
Understanding the Weather

IV. Resource Materials

- A. Slides: Storms and Fronts
Fronts
- B. Books: New England Weather Book
Almanac and Weather Forecasting
Weather and Health
Meteorological Aspects of Air Pollution

UNIT 10

VIOLENT STORMS

- I. Unit objective - That students will understand the specific destructive nature of hurricanes and tornadoes. Students will also learn the safety precautions to take with each storm type.

II. Lessons

- A. Size and formation of a hurricane
- B. Dissection of a hurricane (wind & rain)
- C. What will kill a hurricane
- D. Latitude and the path of hurricanes
- E. New England hurricanes
- F. Tornadoes - What it is and how it differs from a hurricane
- G. Tornado characteristics
- H. Destructive parts of a tornado
- I. Tornado alley
- J. Maxi-tornado
- K. Safety precautions of both storms
- L. New England tornadoes

III. A. V. aids

- A. Video: Hurricane $\frac{1}{2}$ hr.
Hurricane - Tornadoes $\frac{1}{2}$ hr.
- B. Filmstrips: None

IV. Resource Materials

- A. Slides: Hurricane
Tornado
- B. Books: Tornadoes
The Violent Face of Nature
Nature of Violent Storms
Storms

UNIT 11

ICE AGE

- I. Unit objective - At the end of this chapter, the students will understand the nature of an ice age; misconceptions about the ice age will be cleared up. Students will learn about what effects the ice age had on New Hampshire.

II. Lessons

- A. Ice age - what, when, and where
- B. Clearing up the 3 misconceptions
- C. Causes of ice age
- D. Effects of the ice age
- E. The future

III. A. V. aids

- A. Video: On the Trail of the Ice Age Blues $\frac{1}{2}$ hr.
This Land 1 hr.
Antarctic 2 hr.
- B. Filmstrip: Investigating a Glacier
How a Glacier Shapes a Valley
Reconstructing the Ice age
Side Effects of Glaciers
The Arctic
The Antarctic

IV. Resource Materials

- A. Slides: Glaciers
Ice
Ice Age
Flume
Mt. Washington
Erratics
- B. Books: Drowned Forest at Odiorne Point
N. H. Past and Present
Natural History of the Seacoast Area
N. H. Landscape (How It Formed)

UNIT 12

THE RESTLESS EARTH

- I. Unit objective - Students will learn how the plates move and cause changes on the surface of the crust; also the relationship of earthquakes and volcanoes to plate movement.

II. Lessons

- A. Description of the crust
- B. Crust as a not so stable and solid
- C. Floating continents/plates
- D. What happens when plates meet
- E. Earthquake
- F. Faults (especially San Andreas)
- G. Earthquake belts
- H. Locating earthquakes
- I. Richter scale
- J. Tsunami
- K. Volcano structure
- L. Volcanic activities
- M. Volcanoes of the U.S.

III. A. V. aids

- A. Video: Anatomy of a Volcano 1 hr.
- Dive to the Edge of Creation 1 hr.
- Restless Earth 2 hr.
- Alaska Earthquake $\frac{1}{2}$ hr.
- Eruption of Kilawaya $\frac{1}{2}$ hr.
- Birth of Land $\frac{1}{2}$ hr.
- Case History of a Volcano $\frac{1}{2}$ hr.
- The Fire Within $\frac{1}{2}$ hr.
- Jigsaw Fit $\frac{1}{2}$ hr.
- Surtsey Volcano $\frac{1}{2}$ hr.
- Pompeii $\frac{1}{2}$ hr.
- Dangerous Volcanoes $\frac{1}{2}$ hr.
- Earthquakes $\frac{1}{2}$ hr.
- B. Filmstrip: Earthquakes
- Volcanoes
- Vulcanicity
- Volcanoes I & II
- Earthquakes
- Plate Tectonics
- How Our Continent Was Made
- Moving Earth
- Plate Tectonics (2)
- Earthquakes
- Volcanoes
- Restless Earth (4)

UNIT 12 - Page 2

IV. Resource Materials

- A. Slides: Earthquakes
Mt. St. Helens Disaster
Volcanoes
- B. Books: The Earth Shook, the Sky Burned
Volcano Mondo
The Restless Earth
The Earth and Man
Earthquakes
Volcanoes
The Face of the Earth
About Hawaii's Volcanoes
Dictionary of Geology
Earth's Interior
Earth's Crust
Gemstones of North America
Continental Drift
Riches of the Earth
Evolution of Igneous Rocks
Field Guide to Landforms in the U. S.

UNIT 13

OCEANS

- I. Unit objective - When finished this chapter, student will understand why the earth is called the water planet. Students are expected to memorize the location of 30 specific bodies of water. Students also will learn of the many uses man has for the oceans.

II. Lessons

- A. Water/land ratio
- B. Effects of water to earth's climate
- C. Man's use of bodies of water
- D. 4 oceans
- E. Smaller bodies
- F. Continental shelf
- G. Continental slope
- H. Trenches
- I. Plains
- J. Mid-ocean ridges/mts. & seamounts

III. A. V. aids

- A. Video:
 - Cashing in on the Oceans 1 hr.
 - Sea Behind the Dunes 1 hr.
 - In Search of Atlantis 2 hr.
 - Raise the Titanic 2 hr.
 - Challenge of the Oceans $\frac{1}{2}$ hr.
 - Undersea Oasis $\frac{1}{2}$ hr.
 - The River Must Live $\frac{1}{2}$ hr.
 - The Sea $\frac{1}{2}$ hr.
 - Atlantis $\frac{1}{2}$ hr.
 - The Flood $\frac{1}{2}$ hr.
- B. Filmstrip:
 - The Study of Oceans
 - The Ocean Basins
 - Characteristics of Seawater
 - Currents, Waves, and Tides
 - The New Oceans
 - Ocean Currents
 - The Beach
 - The Ocean
 - Oceanography - Understanding Our Deep Frontier (9)

IV. Resource Materials

- A. Slides:
 - Wave and Beach Erosion
 - Seacoast Coastal Areas
- B. Books:
 - The Ocean World Encyclopedia
 - The Ocean Atlas
 - The Living Sea
 - The Ocean World
 - Shark Watch
 - Whale Book

UNIT 14

LIFE IN THE OCEAN

- I. Unit objective - Students will learn about the relationship of life to the different marine biomes. Emphasis is placed on the food chain and how man affects it.

II. Lessons

- A. Importance of the salt marsh
- B. Food chain
- C. Water pollution
- D. Oil tankers and tank farms
- E. Red tide - nuclear waste - chemical waste
- F. Life along the seashore
- G. Bottom dwellers
- H. Floaters and water propulsion
- I. The business of fishing
- J. Marine mammals
- K. Fish, and the sharks
- L. Life in the deep ocean

III. A. V. aids

- A. Video: Spiny Lobsters 1 hr.
- Killer Whales 1 hr.
- Penguins 1 hr.
- Fish that Swallowed Jonah 1 hr.
- Squids 1 hr.
- Sharks 1 hr.
- Jaws 2½ hr.
- Moby Dick 2 hr.
- Predators of the Sea 2 hr.
- Blue Water, White Death 1½ hr.
- Sharks 1 hr.
- Immortal Sharks 1 hr.
- B. Filmstrip: Life of the Sea Floor and Shore
- Life of the Open Seas
- Ocean Life (2)
- Marine Biomes (4)
- Sharks
- Sea Life (5)
- Marine Plankton
- Ecology of the Sandy Beach
- Ecology of the Coral Reef
- Ecology of the Mud Flats
- Ecology of the Rocky Coast

IV. Resource Materials

- A. Slides

UNIT 15

TARGET PORTSMOUTH

- I. Unit objective - The students will learn what effects the explosion of a 20 megaton nuclear explosion will have on the seacoast area.

II. Lessons

- A. Nuclear bomb yields
- B. Mushroom cloud nature/radioactive fallout
- C. Effects of ground blast on immediate surroundings
- D. Effects at 3/4 miles
- E. Effects at 2 miles
- F. Effects at 4 miles
- G. Effects at 8 miles
- H. Effects at 8-16 miles
- I. Effects at 16-24 miles
- J. Effects at 24-48 miles
- K. Effects at 48-65 miles
- L. Variables which would influence the biological death toll
- M. Change in atmospheric pressure/overpressure
- N. 3 kinds of burns
- O. Measuring radiation doses/biological effects
- P. Problems of the post attack period

III. A. V. aids

- A. Video: The Last Epidemic 1 hr.
Nuclear War/Guide to Armageddon
- B. Filmstrip: none

IV. Resource Materials

- A. Slides: Many slides
- B. Books: Nuclear War Survival Skills
Effects of Nuclear War
Life After Nuclear War
The Fate of the Earth

UNIT 16

NUCLEAR WAR

- I. Unit objectives - Students will learn the many ways we can get into a nuclear war. They will also learn how an H bomb works the general effects.

II. Lessons

- A. Effects of nuclear explosions
- B. Nuclear chicken
- C. 4 possible routes to nuclear war
- D. Why is Russia so distrustful
- E. Specific vocabulary words

III. A. V. aids

- A. Video: Missiles of October 4 hr.
- Dr. Strangelove 2 hr.
- The Bedford Incident 2 hr.
- Kennedy Years 2 hr.
- Fail-Safe 2 hr.
- Real War in Space 1 hr.
- SALT II (First part) ½ hr.
- Facing Up to the Bomb 1 hr.
- Khrushchev Remembers 1 hr.
- Broken Arrow - Nuclear Weapons Disasters ½ hr.
- B. Filmstrip: none

IV. Resource Materials

- A. Slides: Slide Program
- B. Books: The Real War
- The Third World War - The Untold Story
- Toward a New Cold War
- U. S. War Machine
- Nuclear War - What's in It for You
- Nuclear Weapons
- How to Make War
- Controlling the Bomb
- Indefensible Weapons
- National Defense
- The War Machine
- The Nature of War

UNIT 17

NUTRITION

- I. Unit objective - Students will learn what people ate hundreds of years ago and how it compares with our fast food generation of today. It is hoped that students will see the errors of today's diet.

- II. Lessons

- A. How America ate before 1900
- B. 20th century food technology
- C. Sugar and salt
- D. Fats
- E. Digestion
- F. Fast food phenomenon
- G. Fish, meat, poultry, and eggs
- H. Beverages
- I. Eating the right foods

- III. A. V. aids

- A. Video: The Illusive Illness 1 hr.
The Body Beautiful
- B. Filmstrips: Good Sense and Good Food (4)
Food, Fads, & Fallacies (4)

- IV. Resource Materials

- A. Slides: None
- B. Books: Junk Food, Fast Food, Health Food
Nutrition Almanac
Bugs in the Peanut Butter
The Food You Eat
It's All on the Label

UNIT 18

ADDITIVES

- I. Unit objective - At the end of this unit students will understand why additives are used in foods, the many and varied biological hazards of their use, and the many kinds of additives used.

II. Lessons

- A. What additives are
- B. Why use them
- C. Food technology
- D. FDA
- E. Nitrates/nitrites
- F. Biological hazards
- G. Meat & additives
- H. Fish & additives & H₂O pollution
- I. Poultry & additives
- J. Alternatives

III. A. V. aids

- A. Video: None
- B. Filmstrips: See Nutrition - Unit 17

IV. Resource Materials

- A. Slides: None
- B. Books: See Nutrition - Unit 17

resource social studies

Unit I. Introduction to Community

- A. Where we live
- B. Streets/Buildings
- C. Resource spots

Unit II. Portsmouth History

- A. Family ties
- B. Historical sites
- C. Landmarks

Unit III. Current Events

- A. Who's who in the news
- B. Community concerns
- C. Issues for discussion

Unit IV. Newspaper

- A. Parts
- B. Development
- C. Product

Unit V. Map

- A. States/Capitals
- B. Reports/Research
- C. Map/Location

This course is designed for students who are reading significantly below grade level and have difficulty working independently within the Level I academic curriculum in social studies. It emphasizes familiarization with Portsmouth and New Hampshire history. Students are involved in visits to historic sites, exposure to the Seacoast resources, services, facilities and activities in the community. The local newspaper is utilized by all students.

1. News Events

Current Events is a weekly ongoing activity in which all students participate. Each student is responsible for choosing an article and reading it. He/She then redescribes the article in a written form and discusses it within the group format. Reading and writing skills will compliment and reinforce English curriculum.

Objective: Students will acquire knowledge of local and world news events.

Resources: Portsmouth Herald
News for You
Magazines
SRA Newslab II Kit

Evaluation: Finished composition
Participation

2. New Hampshire History

Basic review of New Hampshire history as seen through weekly historical field trips and community outings. Map skills development relates to State, lakes, mountains, cities and other notable resources of the State.

Objective: Students will acquire basic knowledge of New Hampshire history and will become more familiar with its regions and national resources.

Resources: Chamber of Commerce
Portsmouth Public Library
Film strips
Portsmouth Herald
Field trips/Historical sites
Discover America
Create a Country Series

Evaluation: Participation
Group discussion
Listing observations
Services provided

3. Community Awareness

Activities are planned around community facilities, Seacoast resources and available services to students as part of the community in which they live. Development and design of their own community, based on knowledge and awareness of what it takes to run a community, in a role-playing situation and building comparative marketing skills.

Objective: Students will acquire a better understanding of facilities and resources available to them within their community.

Resources: Chamber of Commerce
On-Site visitations/Field experience: e.g., Library,
Hospital, Police Station
Discover Your State
Environment, Heritage, & Government
Kids Stuff Social Studies
Intermediate Skill Development Activities
Making Decisions
Scholastic Social Studies Skills

Evaluation: Participation
Group discussion
Listing observations
Services provided

4. U. S.: Regions of the United States

The regions of the U. S. are divided and discussed: e.g., New England states, Southwestern states. Identification of products and state resources and characteristics information for each state is discussed.

Objective: Students will become more familiar with states, their capitals, and what differences there are within the many regions of the U. S.

Resources: U. S. maps - Atlas
Road guides/Local maps
Chamber of Commerce
Discover Your State
Environment, Heritage and Government
Stateside Safari
National Geographic
Periodicals - Knowing Your World
Discover America Series
Create a Country
Educational Insights

Evaluation: Flash cards
Quizzes
Discussions
Independent projects

introduction to social studies

Level 1 students are required to take Introduction to Social Studies, and two American Studies (3 credits) to apply toward graduation. Other courses offered in the Social Studies Department as electives are:

- World Cultures
- Contemporary Problems - Domestic Policy
- Contemporary Problems - International Affairs
- Modern European History to 1914
- Modern European History in the 20th Century
- Power, Leadership and You
- American Government
- Sociology
- Human Relations

Description of Program

This required course is intended to give the freshman student a cross-sectional sample of the selection of social studies courses offered at Portsmouth High School. These would include the required, as well as the elective courses open to them. The school year is generally divided into units, each covering one of the social science/history areas, such as Anthropology, Economics, Government, Sociology, or Psychology. Skills such as group projects and individual research are stressed to build the social skills important in today's world. Outside and community resources, films, assemblies, and trips are incorporated into the course to build cultural as well as scholastic enrichment. It is hoped that the student will have a deeper view of himself and also of each of the Social Sciences.

Introduction to Social Studies for Level 1 students is a response to the need for development of curriculum for special needs students. This course will cover the areas of home management, health care, career preparation, and community participation.

INTRODUCTION

KEEPING HEALTHY - To function as a well-adjusted member of society a person requires personal and social maturity. This KEEPING HEALTHY unit focuses on nutrition, social maturity and health care to contribute to the formation of healthy, secure, and useful citizens.

BUSINESS IN AMERICA - This is a unit about America's economic system. We are all consumers making daily decisions that not only affect us and our families but that have impact on the total economy. This unit will help the Level 1 student begin to make more informed judgements.

GOVERNMENT: BECOMING A RESPONSIBLE CITIZEN - The student will be helped to understand the involved and complex demands that come with adulthood and expanded community participation, such as driving license requirements, tax laws, voting regulations, labor regulations, and military obligations.

UNIT 1 - KEEPING HEALTHY

Experience has shown that frequently the slow learner comes from a family where marginal or substandard health conditions exist. Consequently, the school will aid him in developing and maintaining health.

NUTRITION

Unit objectives

1. Students will be able to describe the contribution an adequate diet can make to good health.
2. Students will be able to plan an adequate family diet from the four food groups.
3. Each person will know the basic nutrients and their functions.
4. They will be able to list influences on eating habits and eating patterns.

Words

nutrition
diet
calorie
minerals

habits
menu
vitamins

carbohydrates
fat
protein

Activities

1. Have the students list everything they have had to eat in the last two days. Teacher should break this down into food groups on the black-board and discuss these with the students.
2. A behind the scenes look at the school cafeteria will convince the students that nutrition needs careful planning.
3. Field trips to food processing plants (Schultz's meat packing), restaurants, nursing homes, quick food outlets, are an important educational experience.
4. Students should be practicing what they have learned by adapting it into their individual family's needs. Have students prepare a week's menu for the following families. (Exhibit A)

Source - Practical Nursing Guide
State of New Jersey, 1971

Exhibit A - Problem #1

Mr. and Mrs. Alvarez live in a crowded slum area in a large urban center. They have four children, an infant aged 5 months, a boy aged 2 yrs., another boy aged 3 yrs., and a girl aged 5 yrs. Mr. Alvarez's mother, aged 64, also lives with them.

They are living in an apartment, a walk-up, on the third floor. They have a living room, kitchen, and two bedrooms, and share a bath with other tenant families on the same floor.

Mr. Alvarez has a steady job working in a hotel as a porter, and earns about \$100 per week. His job allows him to eat lunch in the kitchen of the hotel without expense.

The little girl goes to kindergarten for half the day (a.m.).

Problem #2

Mr. and Mrs. Johnson are a young couple aged 19 and 17 respectively. They have been married for five months and are expecting their first child. Mr. Johnson dropped out of college to get a job in order to prepare for the coming child. He is at present working in the mail room of one of the business offices in the city near where he lives.

He and his wife are living in an over-garage apartment that has a kitchen, a bath, and a combination living-bedroom area.

His earnings are \$95 per week, but he is able to supplement this by working in a nearby bowling alley, signing out alleys, on weekends. This nets him an additional \$30. per month.

In order to help too, Mrs. Johnson cares for a neighbor's child, aged 3, so that the neighbor can work. This involves 4 hours per day and necessitates giving the child lunch. This brings in \$80 per month.

Mr. Johnson takes his lunch with him most of the time; only occasionally will he buy his lunch at the cafeteria.

Problem #3

Mr. Goryki lives on a pension with an unmarried daughter who works as a domestic when needed. He is 72 years old.

He came to the United States from central Europe before World War I and has been a laborer in construction for the past years.

His only income is his social security check, although he has a bank account amounting to \$18,000.

He is still quite able to work about the property that he owns. His home is a small, one-story house with a kitchen, 2 bedrooms, a living room, dining room, and bath. The property is large enough to plant a garden that supplies a good portion of their fruit and vegetable needs.

His daughter is 54 years old and dropped out of school when in 8th grade to care for the family when her mother died. The remaining members are two sons who have settled down in other states and seldom return home.

The daughter's income is not steady, but might be averaged at \$150 per month.

SOCIAL MATURITY

Unit objectives

1. Students will understand it is important to be tolerant with other people.
2. They will know that a positive self-image is a prerequisite to positive mental health.

3. The students will be able to describe positive and negative personality traits.
4. They will be able to describe the importance of understanding others.
5. The students will know of free or inexpensive mental health counseling.

Words

considerate
unselfish
self-confident

personality
anxiety
mood

emotion
behavior
mature

Activities

1. Invite resource persons to hold class discussions. Suggested resource persons include: psychologists, mental health counselors, counselors for mental hospitals, personnel from prisons and sanitariums.
2. Arrange for students to do volunteer services in a nursing home, senior citizens center or community agency.
3. Make holiday baskets for the needy.
4. List and discuss personal qualities and characteristics which are liked and disliked.

Source - The Vermont Guide
project no. 5-125, August 1975

HEALTH CARE

Unit objectives

1. The student will be able to demonstrate the proper health care.
2. They will be able to discuss the effects of drugs, alcohol, and smoking.
3. Students will be able to describe procedures for personal grooming.
4. The student will be able to follow the basic rules of first aid.
5. They will demonstrate an awareness of factors involved in preparing for marriage.

Words

accident
procedure
counseling

sanitation
emergency
flammable

deodorant
sterilize

Activities

1. Survey their homes for conditions which could cause accidents.
2. In the school dispensary students could practice making beds, taking temperatures, recording pulse rates and taking blood pressure.
3. They could create improvised equipment for infants or the bed ridden.
4. Local health officials will demonstrate exercises that enhance health and figure.
5. Health officials will demonstrate a smoking machine.
6. Practice making phone calls in simulated emergency situations.

7. Students can make first aid kits for home use.
8. You may wish to invite a doctor or a planned parenthood counselor to the class to discuss marriage and contraception.

Source - The Vermont Guide
project no. 5-0125, August 1975

UNIT 2 - BUSINESS IN AMERICA

CONSUMER ECONOMICS

Unit objectives

Students will be aware of what is involved in making consumer choices. They will know what it means to shop wisely.

Words

comparison shopping consumption impulse buying

Activities

1. Select several models of cars that students would consider owning. List the purchase price, taxes, and extras.
2. Try and identify all the costs of operating a car (per year/day).
3. Discuss product rating and dating.
4. Simulate renting an apartment and signing a lease.
5. Job interviews can be held in class.
6. Students can budget living expenses for an average family.

FREE ENTERPRISE IN AMERICA (Introduction)

Unit objectives

The students will recognize that every individual is personally involved in our economic system. They will gain an understanding of the meaning of economic system.

Words

free enterprise	partnership	profit
goods	natural resources	services
proprietor	scarcity	

Activities

1. Have students list various ways they have tried to earn money.
2. Discuss how they have been producers of goods or services in our economy.
3. Some key aspects of our economic system are the freedom to take any job which we are qualified for, the freedom to go into business.

THE MARKETPLACE

Unit objectives

The students will understand what a market is. They will recognize how the market system answers: What to produce? How to produce? How much?

Words

buyer
transaction

market
producer

Activities

1. Have students, through personal experience and by examining newspaper articles and advertisements, compile a list of every market they can find. Be sure they go beyond obvious markets (such as supermarkets) to include such things as the labor and real estate markets.
2. To study the job market students can read the Help Wanted section of the newspaper. This is a study of a particular market, the labor market.

SUPPLY AND DEMAND

Unit objectives

The students will understand the meaning of demand. They will know the meaning of supply. They will realize how supply and demand affect prices.

Words

demand

price

supply

Activities

1. Have students select different products such as oranges, coffee, or milk. They should keep records of changing prices. (Are surfboards and bathing suits cheaper at summer's end?) Why? What effect does a cold spell in Florida have on the price of oranges?

COST AND PROFIT

Unit objectives

The students will learn how to compute the costs of producing a good or service. They will be aware of the factors that go into pricing a product. They will understand how profit is determined.

Words

labor

profit

cost

Activities

1. Each student should select a product he or she owns. Have them make a study of the cost of making the product. (The cost of raw materials, the wages of the workers, cost of the capital equipment). They

should include such things as rent, transportation, insurance, taxes, and interest on debt.

COMPETITION

Unit objectives

The students will understand the benefits of competition. They will be aware of some of the disadvantages of competition.

Words

competition

price competition

Activities

1. Conduct a taste test using three brands of peanut butter. Cover the jars with plain paper wrapping, and label them A, B, and C. Student should rank each one in order of preference. Tabulate the results to see if one brand is truly superior. Does consumer benefit by having more than one to choose from?

ADVERTISING

Unit objective

The students will understand the benefits and disadvantages of advertising.

Words

advertise

good value

fair prices

Activities

1. Have each student select a product or service. They should compare the ads of the different sellers and describe the techniques used. Which ads offer the most useful information? Which ones appeal to emotion, use "catch phrases," or in other ways try to attract attention without being truly informative? A bulletin board can be constructed or video-tape television ads are a good visual teaching aid.

BEING A CONSUMER

Unit objective

The student will be aware of what is involved in making consumer choices. Each person will recognize how to shop wisely.

INDIVIDUALS AS PRODUCERS

Unit objectives

Students will understand the many types of employment available. They will appreciate the contributions made by unpaid workers. Students will understand the factors leading to different income levels.

Words

blue collar worker

service

white collar worker

Activities

1. Ask students to check the "help wanted" ads and bring to class a list of jobs available and their rate of pay.
2. Have students make a career booklet. Each booklet can be entitled "What a _____ does." Another section might discuss the importance of that occupation. A third should describe the training and education required. Other sections might show where job openings exist, salary levels, and working conditions. Are there any non-monetary rewards?

BANKS

Unit objectives

Students will understand what a bank is and how it functions. They will learn what credit is and how it is used. They will understand the nature and functions of money.

Wordsbank
barterchecking account
creditdeposit
interestActivities

Have the class make a chart illustrating the way in which money works. Students can make drawings or cut pictures to depict workers, banks, businesses, households, stores, and governments that might receive and spend money. Use the chart as a basis for discussion of how banks help keep money flowing.

Take a field trip to a local bank.

UNIONS

Unit objectives

Students will learn about working conditions of the past that gave rise to the need of unions. They will be aware of the benefits and costs of union membership.

Words

seniority
bargaining

sit-down strike strike

Activities

Have students research noted labor leaders (Walter Ruether, Eugene Debs, Samuel Gompers, John L. Lewis, Cesar Chavez).

GOVERNMENT PROTECTING THE PUBLIC

Unit objectives

Students will know how the government is involved in the economy. They will understand the benefits and costs to the taxpayers.

Words

government regulation government service taxation

Activities

Have students make a list of ways government touches your life. On the blackboard make a list of the taxes we pay and the benefits we derive.

Source - Free Enterprise in America

Andrew Hacker, Harcourt, Brace & Jovanovich
1975

UNIT 3 - GOVERNMENT: BECOMING A RESPONSIBLE CITIZEN

The student must be helped to understand the involved and complex demands that come with adulthood and expanded community participation, such as driving license requirements, tax laws, voting regulations, labor regulations, and military obligations.

HERITAGE

Unit objectives

The student will know well-known persons and stories associated with major holidays. They will begin to understand the activities and customs associated with national holidays. They will understand the basic principles upon which the country was founded. The student will know the basic structures of his city, state, and federal governments. They will know that government exists for the welfare and protection of people. The students will learn why they must obey laws. They will know how, when and where to get help and advice of a legal and social nature. They will know how to vote.

Words

rights
responsibility

heritage
citizen

regulation
holiday

Activities

1. A discussion of why people salute the flag.
2. Students can design new state and federal flags.
3. Thanksgiving basket campaign is a good way to observe a national celebration.
4. Many class activities need group co-ordinators and leadership. Hold room elections for class representatives. Discuss qualifications needed for various jobs. (Use duplicated ballots to show methods of marking and voting by secret ballot).
5. Develop skits that portray well-known episodes in the lives of famous citizens. Discuss the traits that made these people famous.
6. Present "then and now" skits in regard to particular holidays or patriotic customs, for example "Christmas Then and Now."
7. Have students choose an "American of the week" on the merit of service and honor to mankind. Their pictures could be the basis of a bulletin board.
8. Formulate class rules and then relate these to the school rules to show that good citizenship is important to survival.
9. Always discuss newspaper articles brought in by students.
10. Use Poor Richard's Almanac to demonstrate living standards. (Students will enjoy filling in their own words. "All work and no play make Johnny a _____ boy.")
11. Plan field trips to visit local military service recruiting office, job security division of welfare, Portsmouth Housing Authority, Post Office, library, and the Internal Revenue Office.

Source - The Slow Learner
Cincinnati Curriculum Bulletin #119
July, 1968

LOCAL GOVERNMENTUnit objectives

The students will learn of the operation of local government in New Hampshire. They will understand the various forms of city government. They will demonstrate an understanding of how local decisions are made. They will understand the problems of funding local government. The student will realize how local government affects the life of the individual.

Words

mayor
town meeting
taxes

zoning
town manager
municipal

selectman
citizen

Activities

1. Poll the adults of your community and find out what they think are their major needs.

2. Make a list of what you consider a major problem in your community.
3. Obtain permission to video-tape a city council meeting. View the tape in your classroom and invite the participants to attend and comment.
4. Make a list of all the revenue sources available to the town.
5. Plan an "ideal town" (Exhibit B). Determine the location of business, industry, residential, parks, cemeteries, etc. Indicate the services to be offered and the source of revenue.
6. Construct a directory to be given to newcomers to help them find shopping and recreational areas in town.
7. Can students find out when women first held town office?

Source - New Hampshire Government: a Resource Bulletin for NH Schools
February, 1977

Exhibit B

Town of Middleboro

Problem: Where do we build the incinerator?

The town of Middleboro has a rubbish disposal system. Until now, everyone has taken care of his own trash, with the result that the town lands--the marsh, the quarry, the pond, the stream, the beach, and the forest--have become quite littered, polluted, and unattractive. The store areas are dirty and infested with rodents. Individual burning of trash is becoming a health problem.

Money has been assigned for the construction of a new town incinerator. A town meeting is to be held to decide where it is to be built. Its location must have the approval of four-fifths of the members of the community.

Each student will pretend to be the owner of one of the properties lettered A-Z, the dairy, the golf course, the garage, the lumber yard, or the gas station or represent the school or the church. Each student is to shade lightly with a pencil his/her land on the map.

Tomorrow, after each student has worked out solutions that reflect his or her own interests, we are going to see at a town meeting whether the residents can agree upon a single solution.

You (the parents) can help the student by having him/her consider various locations of the incinerator and what they would mean to the people of Middleboro, but please do not work out the problem for him/her.

LOCAL GOVERNMENT TOPIC GUIDE (reprinted from: New Hampshire Government:
a Resource Bulletin, February 1977)

- I. Historical role of town government in New England
 - a. Reliance of individual on local government
 - b. Establishment of the town meeting as a forum for citizen participation
 - c. Establishment of the office of the selectmen
- II. The Town Meeting today
 - a. Structure and operation
 - b. Issue of effectiveness and appropriateness in the context of current needs, municipal growth, diversity of interests versus the opportunities for direct citizen participation
- III. Municipal Government
 - a. Forms of local Government
 1. Mayor - Council
 2. Council - Manager
 3. Selectmen
 4. Town Manager
 5. Administrative Assistant to Selectmen
 - b. Functions and Services
 1. Police and fire protection
 2. Health and sanitation
 3. Welfare
 4. Education
 5. Planning and zoning
 6. Streets
 7. Traffic and parking
 8. Financial operations
 9. Parks and recreation
 10. Sewers and water
 11. Libraries and culture
 - c. Funding municipal governments
 1. Sources of revenue
 2. Nature of taxes
 - d. Local-State Relations
 1. City or town charter
 2. Home rule vs. limited authority
 - e. Problems faced by municipalities
 1. Long-range planning
 2. Increased costs and demand for services vs. increases in taxation
 3. Municipal ownership of property and services vs. private enterprise.
 - f. Citizen participation in municipal government
 1. Running for office
 2. Working on a campaign
 3. Attending public hearings

4. Contacting one's representative
5. Joining a group to influence policy-makers
6. Petitioning
7. Making use of the media
8. Serving as a municipal officer
9. Serving on appointed boards

COUNTY GOVERNMENT

Unit objectives

Students will understand the historical importance of county government. They will know the structure and functions of county government. They will analyze how county government is funded. The students will understand how county officials are elected or appointed.

Words

bailiff
county
estate

coroner
deed
misdemeanor

tax collector
felony

Activities

1. Contact a county officer to come to class or provide printed material.
2. Have the students make a large wall chart showing the various functions of counties (for example, caring for the poor, police).
3. Discuss that man's most direct contact with government was when he registered deeds, marriages, and deaths.
4. Organize a field trip to your county courthouse and give students an opportunity to look at some of the old records.
5. Identify county services by clipping news articles relating to county government.
6. Secure copies of several wills, including at least one dating from the 1700's. (Lawyers are the best source for such wills). Have students write their own wills using standard words and format.

STATE GOVERNMENT

By focusing on a topic that is important to the students (motor vehicle regulations, hunting and fishing laws, etc.) the role of the state government can be illustrated.

Unit objectives

Students will know how a citizen's idea may become a law. The operation of state government will be covered and the student will be made aware of how the state government is funded. The students will understand how an individual can influence and is influenced by the state.

Words

political party
representative

influence

constitution

Activities

1. Students can read and discuss the driver's education manual (this can be obtained from the Division of Motor Vehicles in Concord).
2. Essay or drawing "What would it be like to drive if there were no road-way rules?"
3. Governor's role in state may be introduced by having a student play Governor answering questions at a press conference.
4. Discuss the role and size of legislative process with the use of the board game called "passing a bill." This should be played many times if the route of the bill is to be learned. (Ex. C)
5. A policeman can visit the class to discuss the role of the courts in our town.
6. Have a student make an oral or written report that describes a personal activity that is subject to government control.
7. Discuss the state constitution and draw comparisons between U. S. and state constitutions. (Ex. C)
8. Examine the need for state revenues. What options are available to the state in the raising of revenues?
9. Accept one or more of the following assignments: Probate a will, trace a deed, appeal the loss of a driver's license, appeal to a higher court a lower court decision, or settle a civil dispute involving a sum of approximately \$100.

Exhibit C

STATE GOVERNMENT TOPIC GUIDE

1. The Constitution of New Hampshire
 - a. Content
 1. Bill of Rights
 2. Provision for the organization and duties of the legislature, executive and judicial branches
 3. Miscellaneous provisions
 4. Provision for revision process
 - b. Historical significance of the Constitutional Convention of 1778
 1. Considered to be the first constitutional convention in the United States
 2. Served as a constitutional example for Massachusetts, Vermont and the United States
 - c. Comparison with United States Constitution

FEATURE	UNITED STATES	NEW HAMPSHIRE
Preamble	Yes - general statement of principle	None
Bill of Rights	First ten amendments following articles; mainly personal liberties.	First 39 articles broad range of rights going beyond individual personal rights.

Legislative	Two year House term Six year Senate term Specify powers and limitations delineated.	Two year House term Two year Senate term Part time, citizen legislature. General guidelines for operation; few specific prohibitions on power.
Executive	Four year term-President with specified authority; some checks on power by legislature	Two year term-Governor and Governor's Council

II. The Legislative Branch

- a. Structure and organization
 1. Biennial meeting
 2. Bicameral
 - a. Large House (approximately 400) - advantage, disadvantage, implication of size
 - b. Small Senate (24) - advantage, disadvantage, implication of size
 3. Membership assigned to committees
- b. Bill passage
 1. Importance of legislative committee chairperson and the political party - House and Senate leadership
 2. Importance of citizen input
 3. Importance of appropriations committee
- c. Participants in legislative process
 1. Legislators
 2. Lobbyists and pressure groups
 3. Representatives of government agencies
 4. General public

III. The Executive Branch

- a. Powers of Governor
 1. Nominate and appoint officers (board and commission members) and department heads
 2. Adjourn legislature and call extra sessions
 3. Veto of bills
 4. Approve bills
 5. Pardoning power
- b. Roles of Governor
 1. Head of State and political leader
 2. Commander-in-chief
 3. Chief executive

- c. The Executive Council
 - 1. Elected from councilor districts
 - 2. Powers
 - a. Approves governor's appointments
 - b. Approves contracts and grants
 - c. General role of advisor to governor
- d. Functions of Departments, Boards and Commissions
 - 1. Conduct daily affairs of State Government
 - 2. Direct link between state government and people through regulating and providing services

IV. The Judicial Branch

- a. Supreme Court
 - 1. Appellate deals with constitutional questions and can give advisory opinions to legislative and executive branches.
- b. Superior Court
 - 1. Original jurisdiction for serious crimes and civil disputes
 - 2. Appellate court for district and municipal courts
- c. District and Municipal Courts
 - 1. Original jurisdiction area for less serious crimes and civil disputes

UNIT 4 - GEOGRAPHY AND MAP SKILLS

The student will be exposed to many types of maps and will learn to identify a variety of physical features of the earth's surface. He or she will be able to label the major water bodies, continents, countries and cities. The students will learn to observe and forecast weather as meteorologists might.

WHAT IS A MAP?

Unit objectives

- 1. The students will know a map is a small representation of something much larger.
- 2. They will recognize the existence of many types of maps.
- 3. Students will distinguish between man-made and natural features on the earth.

Words

globe
city
natural

map
earth

country
man-made

Activities

1. Have students bring in maps from home to discuss.
2. Students should draw a map of the classroom or schoolyard.
3. Stake-out a small area of the schoolyard and have students draw a map.

DIRECTIONS ON THE MAP

Unit objectives

1. Students will demonstrate an understanding of map symbols by reading a map using symbols.
2. They will demonstrate the ability to find the directions North, South, East and West.
3. Given a reference point or area, students will locate places on a map in terms of the four main directions.

Words

longitude	latitude	prime meridian
ante meridiem (A.M.)	post meridiem (P.M.)	international dateline

Activities

1. Note the wind direction each day for a month. Chart results.
2. Lay out the U. S. map. Orient the map to the directions in the room of north, south, east and west. Call out the name of a state. Student will find the state and tell what section of the U. S. it is in.
3. Spinning N, S, E, W. You need a spinner with N, S, E, W on the circle. Tape up a U. S. map and have students name a state North, South, East and West of New Hampshire.

SCALE AND MEASUREMENT

Unit objectives

1. Given the latitude and longitude of several unnamed cities, students will use a grid system on a map to locate coordinates.
2. Given a location, the student will determine the coordinates of that city.
3. Students will use a geographic scale to measure the distance in miles between specified locations on maps.

Words

coordinates	country	distance
distortion	downstream	equator
intersection	legend	parallel
scale	time zones	

Activities

1. Mark off your classroom, placing numbers along one wall and letters along another. Have each student locate his desk using the grid system.

2. Look at several different maps comparing the scale and how it is used on the map.
3. Have students plan a vacation trip through New Hampshire. Have them name the cities they will visit and the grid coordinates of each.

USING A LEGEND AND LOCATING BOUNDARIES

Unit objectives

1. When shown specific boundaries on a map, students will state whether each boundary is a natural feature or a man-made boundary.
2. Given a list of cities and a U. S. political map students will use the legend to derive the population of each city.
3. Students use the map legend to identify the capital cities of states or countries.

Words

boundary	country	state
city	continent	key
legend	population	symbol

Activities

1. On a wall map of the U. S. have the students find four states that are bounded entirely by imaginary, man-made boundaries.
2. Have students find four states that are bounded by a natural feature.
3. Students will construct a bulletin board connecting a word and a symbol.
4. Review map symbols and vocabulary by placing all symbols and words on cards. Put these in a hat, the student will pick a card and state meaning.
5. Students will draw a map of Portsmouth using symbols and a legend to portray Portsmouth's important man-made and natural features.

LAND FORMS AND THE RELIEF MAP

Unit objectives

1. The students will define the basic terms used to describe land form.
2. They will be able to explain how life is determined by the land.
3. Given selected places on a relief map, students will specify elevation at each place indicated.

Words

relief	delta	ocean current
sea	river	valley
tributaries	mountain pass	plateau
plain	climate	weather

Activities

1. Have students make a clay model of different land forms. Other substances, such as paste and paper, salt and flour can be used.
2. Study your local river and make a list of the ways in which neighboring communities make use of it.
3. Fill in an outline map of the world to show the world's major land forms.

CLIMATE

Unit objectives

1. The student will exhibit data gathering and chart drawing skills.
2. The student will communicate a decision making skill based on a cause and effect relationship.
3. They will better understand the climate in the world and its advantages and disadvantages.
4. The student will better understand the atmospheric wind, temperature and air pressure.

Words

equator
arctic
convection

seasons
tropical
atmosphere

weather
front
precipitation

Activities

1. Research the occurrence of sudden storms such as tornadoes and hurricanes in Portsmouth's history.
2. Start seedlings in classroom to show how the farmer solves the problem of early frosts and how he guards against these dangers.
3. Keep a record of daily temperatures and rainfall, then graph averages.
4. Study how different peoples have adapted to harsh arctic lands. How do they earn a living? Seasons? Dress? How do they prepare their food?
5. Weather teams can be formed to monitor and predict each day's weather. Each team's weather prediction will be based on monitored weather observation and measurement.

BOOKS AND FILMSTRIPS

These materials are being recommended for use with the Level 1 freshman students. All of these materials can be found and borrowed in the Social Studies bookroom in Portsmouth High School.

What's Happening, Scott Foresman, 1969

Helen Keller, by Lorena Hickok

True Grit, by Charles Partis

I'm Really Dragged but Nothing Gets Me Down, by Nat Hentoff

"Settings for Change" - This series is a comprehensive teaching plan for Level 1 students. There are 12 workbooks in sets of 60 each and the titles are as follows:

Man in Groups

Man's Attitudes

Man's Governments

Man's Settlements

Man's Economic World

Man's Changing Culture

Man as an Individual

Man as Group Member

Man in Culture

Man as a Policy Maker

Man in His Environment

Man as Producer

Youth and Parents, by Robert Madgic

George Washington Carver, by Lipscomb, 1944

The Cross and the Switchblade, by Wilkerson, 1972

His Enemy, His Friend, by Tunis, 1967

The Incredible Journey, by Burnford, 1971

The Shook-up Generation, by Salisbury

Five Families, by Lewis, 1959

Dibs: In Search of Self, 1974

Lisa: Bright and Dark, 1974

There Is a Season, by Rose

Champion and the Knife, by Abell, 1971

Tell Me That You Love Me Julie Moon, by Rose, 1967

Since Yesterday, 1976

Film - Loop

Film loop projector is available in the Social Studies bookroom

"Highlights of the Scopes Trial"

"Stock Market Crash of 1929"

"Depression in the U. S."

"Russian Revolution of 1917"

"Liberation of the Concentration Camps"

american studies

Introduction

The American way of life has its roots far back in history. The material comforts we enjoy, the institutions that serve us so well, and the freedoms we cherish are the products of many hands and many minds. If we are to hold onto this priceless heritage, and if we are to solve the problems of today and lead on to further progress, we must have some knowledge of the past.

There are, to be sure, other reasons for the study of American Studies I. Knowledge is important in itself. So, too, is the ability to read critically; to interpret maps and graphs; to evaluate evidence; to distinguish among what is true, what is possibly true, and what is false; and to separate fact from opinion. Knowledge and skills of this kind are part of the intellectual equipment of a good citizen. Among all the subjects taught in school, American Studies I provides one of the best opportunities for students to practice and gain increasing mastery of these essential intellectual tools.

Europeans in a New World

I. Major Theme

- A. A revolution, now called the Renaissance, or rebirth, occurred in which men became increasingly curious about the world about them.
- B. There was a Commercial Revolution in which traders from Spain, Portugal, England and other nations facing the Atlantic discovered new, all water routes to Asia and the New World.
- C. There was in England a growing spirit of independence. The movement for self-government was in full swing by the 1600's and the changes it was destined to bring were truly revolutionary.

II. Activities

- A. Have students compare the world of the past and how it is today.
 1. Consider such factors as (a) motives of exploration of the nations, (b) nations leading in the race, (c) methods used by the ancient explorer-navigators and the modern astronauts,

and the (d) results of the race in the 1400's and 1500's as compared with possible results of the space efforts in the 1900's.

- B. Extensive map work and vocabulary should be used. Vocabulary: Crusades, monopoly, spices, Commercial Revolution, Spanish Armada, Renaissance, Line of Demarcation, Columbus, 1488, Diaz, 1498, Da Gama.

- C. Discussion Topics.

America was never sought, but stumbled on.

- D. Chart Work on Who was who among the explorers.

Four columns: Explorer; Nation for which he sailed; area explored; significance of voyage.

- E. Panel Discussion.

British Colonies Grow Strong

I. Major Theme

- A. English settlement began at Jamestown, and few years later, settlers arrive at Plymouth.
- B. One of the most impressive features of colonial America was the infinite variety of peoples.
- C. The various groups of colonists had to learn to live in new physical environments. Distinctive ways of life took shape in New England, the Middle Colonies, and the South.
- D. Greater freedom, notably in the growth of representative government, began to develop in all of the colonies.

II. Activities

- A. Extensive Map Work.
- B. Directed Reading.
- C. Student Reports, i.e., How the Puritan Revolution Influenced the Settlement of America.
- D. Have students write articles for newspaper, i.e., Reasons for Our Coming to New World.
- E. Have students draw posters seeking recruitment for settlers to New World.
- F. Vocabulary: Protestant Reformation, Anglican Church, Dissenters, Puritans, Separatists, Pilgrims, Puritan Revolution, indentured

servant, inflation, Stuart Kings, Cromwell, Mayflower Compact, consent of governed, constitution, Dutch East India Company, patroon, proprietary colony, Henry Hudson, French Huguenots, Lord Baltimore, James Oglethorpe.

G. Discussion Activities.

Great Britain Wins New Territory

I. Major Theme

- A. European nations waged a struggle for supremacy, driven on by a rising spirit of nationalism, the desire for colonial empires, and competition for trade.
- B. England and France were the major protagonists in the struggle for colonial power.
- C. Victory brought new problems to Great Britain.
- D. Britain applied the mercantilist system to bind the colonies to the mother country and found it necessary to impose new restrictions on the colonies.
- E. These restrictions antagonized the colonists and eventually led to the Revolutionary War.

II. Activities

- A. Geographic Backgrounds.
- B. Develop Long-Term Projects.
- C. Make charts comparing French and English colonies.
- D. Panel Discussions.
- E. Vocabulary: Algonquin, Iroquois Confederation, Ben Franklin, James Braddock, William Pitt, 1763.
- F. Role Playing Activities: combat correspondent, newscaster.
- G. Map Work: various trade routes.
- H. Panel Discussion: concepts and understanding.

Colonists Gradually Become Americans

I. Major Theme

- A. New World colonists begin to modify the ideas and practices brought from Europe and, in the process, developed a distinctly "American Way of Life."

- B. The greatest change was on the frontier, and to a lesser degree, on the pioneer farm.
- C. The least change was on the great plantations and in the seaboard towns, where the ties with England were closer and stronger.
- D. The slow but steady change took the colonists away from the ways of England and toward what we call democracy.

II. Activities

- A. Review: The main facts about the founding of each of the colonies.
- B. Picture study.
- C. Compare and contrast life in the different colonies.
- D. Then and now: Discussion of life styles.
- E. Map Work.
- F. Make a Bulletin Board.
- G. Writing of a Diary or Journal Account.
- H. Vocabulary: powwow, peace pipe, backcountry, burying the tomahawk, backwoodsmen, bluff.

Democratic Ideas Take Root in Colonial America

I. Major Theme

- A. Discontent began to grow, first slowly, and then, with the passage of years, more rapidly.
- B. During the course of their struggles, the colonists gained practical experience in politics and self-government. They established the principles of religious toleration, free public education, and representative government.
- C. The roots of revolution and independence were planted in the New World.

II. Activities

- A. Directed Reading.
- B. Map Work.
- C. Chronology and Time Line Study.
- D. Biographical Study of Roger Williams.
- E. Panel Discussion.

- F. Vocabulary: Established Church, Maryland Toleration Act, religious freedom, land speculator, separation of church and state, New England Primer, almanac, freedom of speech, John Peter Zenger.
- G. Picture Study.
- H. Resource Visitor.
- I. Field Trip: Boston, Lexington, Concord?

New Tensions Strain Old Loyalties

I. Major Theme

- A. Over a period of 150 years since the first English settlement, the Americans had developed a new way of life, and it became increasingly difficult for the Old World and the New World to understand each other.
- B. The gap in understanding and sympathy was widened after 1763 as Great Britain decided to adopt a new policy of making the colonies obey laws passed by Parliament.
- C. Step by Step the mother country and its colonies moved further apart, and the Tea Act and Intolerable Acts led to an ominous stalemate.

II. Activities

- A. Time Line Studies.
- B. Discussion of leading events.
- C. Audio-visual Materials.
- D. Map Work.
- E. Vocabulary: dependency, Pontiac, 1763, revenue, Quartering Act, indirect taxes, Sons of Liberty, Declaratory Act, Samuel Adams, John Adams, Lord North, Boston Massacre, British East India Company, Boston Tea Party, General Gage, King George III.
- F. Study of Documents of the Period.
- G. Group Projects.
- H. Making of a Chart of Legislation that affected colonists and their response.
- I. Records: i.e., American History in Sound.
- J. Role Playing: The Boston Tea Party.

Colonies Win Their Independence

I. Major Theme

- A. Guns were heard at Lexington and Concord, but hopes remained of a compromise.
- B. These hopes died at the Battle of Bunker Hill, and in their Declaration of Independence, Americans broke their ties with Great Britain and proclaimed their freedom to the world.
- C. On battlefields across the country, the Americans, aided by Polish and French military assistance, finally succeeded in wearing down the British and winning independence.

II. Activities

- A. Time and Place practices.
- B. Reading for Depth.
- C. Making of Posters.
- D. Charts made of causes of the war.
- E. Vocabulary: Patriots, Loyalists, minutemen, Green Mountain Boys, radical, conservative, tyranny, blockade, Hessians, Paul Revere, William Dawes, Patrick Henry, Sir William Howe, anarchy, Common Sense, Tories, inalienable rights, Thomas Jefferson, John Hancock, July 4, 1776, General Burgoyne, John Paul Jones, Continental Currency, privateers, John Jay.
- F. Film.
- G. Student Reports.
- H. Reading of the Declaration.
- I. Combat Correspondent Reports by Students.

The States Unite in a Confederation

I. Major Theme

- A. More than a year before the colonists declared their independence, the old colonial governments began to crumble.
- B. British officials began to leave the colonies. By 1776 the Americans faced the problem of creating new central government.
- C. All of the new governments were based upon written constitutions reflecting the people's deep-seated desire for a voice in their own government. All of the new constitutions contained bills of rights guaranteeing freedom to every citizen.

- D. In their first efforts to govern themselves at the national level, the leaders of the thirteen colonies wrote the Articles of Confederation.
- E. There arose the problem of dividing power between the states and the central government, for which the Confederation had no answer.

II. Activities

- A. Map Work.
- B. Time Line Activities.
- C. Studying Documents of the period.
- D. Make a chart of government levels.
- E. Film.
- F. Committee Reports.
- G. Vocabulary: bill of rights, Daniel Boone, central government, confederation, ratify, ordinance, Northwest Territory, "not worth a continental," Shay's Rebellion.
- H. Forming a Government.
- I. Film.

The States Create a Federal Union

I. Major Theme.

- A. Many of the ablest men in America met in the spring of 1787 to revise the Articles of Confederation.
- B. Convinced that the Confederation was not strong enough to bring order and prosperity to their country, the delegates abandoned all thought of revision and proceeded to draw up a completely new Constitution.
- C. Revised, modified, and amended, the Constitution has served the American people for over 175 years, a tribute to the wisdom and foresight of the Founding Fathers.

II. Activities

- A. Time Line.
- B. Map Work.
- C. Then and now comparison.

- D. Vocabulary: Independence Hall, Three-Fifths Compromise, Ben Franklin, James Madison, Virginia Plan, New Jersey Plan, Alexander Hamilton, George Washington, Federalist, legislative, executive, judicial, impeach, civil liberties, senatorial courtesy.
- E. Biographical background of early leaders.
- F. Reading in Depth.
- G. Make a Bulletin Board.
- H. Chart of Rights and Responsibilities.
- I. Analysis of Constitutional Provisions.

The Nation Makes a Strong Start

I. Major Theme

- A. Under Presidents Washington and John Adams, the Federalists set the machinery of government into motion and successfully launched the United States into the current of world affairs.
- B. The early years under the Constitution were perilous; dealing with the difficult problems that faced them called for hard work and statesmanship on the part of both the President and Congress.
- C. When President Adams and most of the Federalist Congressmen left office in 1801, they could look upon a growing nation in which the people were slowly being knit together.
- D. Americans were still a divided people, but the division was more and more between the national political parties.
- E. As state boundaries gradually became less important, the national government increased in strength.

II. Activities

- A. Time Line.
- B. Map Work.
- C. Then and now comparison.
- D. Chalkboard Chart.
- E. Biography of George Washington.
- F. Newspaper Reportage.
- G. Meet the Press.
- H. Washington's Farewell Address.

- I. Vocabulary: Judiciary Act, cabinet, Edmund Randolph, Whiskey Rebellion, government bonds, Assumption Bill, protective tariff, "Light Horse Harry" Lee, impressment of seamen, neutrality, right of deposit, Citizen Genet, Two Party System, caucus, electoral college, Thomas Pinckney, Aaron Burr, XYZ Affair, null and void, judicial review, Marbury vs. Madison.

The Nation Grows in Size and Power

I. Major Theme

- A. The Louisiana Purchase remains one of Jefferson's outstanding accomplishments as President.
- B. By 1815, the way was open for the advance of pioneers into the unsettled lands of the Mississippi Valley.
- C. The Napoleonic Wars plunged Europe and the rest of the Western world into turmoil, but the United States emerged without loss of territory or national strength.

II. Activities

- A. Time Line bulletin board.
- B. Map Work.
- C. Discussion Topics.
- D. Biographical story of Thomas Jefferson.
- E. The Louisiana Purchase.
- F. Film.
- G. Western Exploration Reports.
- H. Panel Discussions.
- I. Attempt to make cartoons of major events.
- J. Jefferson's Embargo.
- K. Vocabulary: Tribute, entangling alliances, Toussaint L'Ouverture, Lewis and Clark, Orders of Council, blockade-running, "War Hawks," Tecumseh, William Henry Harrison, War of 1812.

The Unified Nation Prospers and Commands Respect

I. Major Theme

- A. President Monroe took steps to make the United States politically independent of Europe through the Monroe Doctrine.

- B. Educators, artists, and writers, using American themes, were helping to make the United States culturally independent of Europe.

II. Activities

- A. Time Line.
- B. Time Line Quizzes.
- C. Debate Nationalism and Sectionalism.
- D. Pictorial History Study.
- E. Turning back the clock.
- F. Newspaper Reports of Period.
- G. Films.
- H. Open-Forum Debate.
- I. Cartoon Study.
- J. Dramatization of Panic of 1819.
- K. Study of Supreme Court Cases. Marbury vs. Madison, McCulloch vs. Maryland, Dartmouth College Case, Gibbon vs. Ogden.
- L. Vocabulary: American System, Henry Clay, John C. Calhoun, Daniel Webster, Cumberland Road, Toll Road, Monroe Doctrine, nationalism.

The Nation Becomes More Democratic

I. Major Theme

- A. During most of the period, Andrew Jackson stood as a symbol of democracy and national unity.
- B. Jackson firmly believed that the people should share in the task of government and that the Constitution had established a national Union.
- C. During the Tariff controversy, Jackson fought to maintain national unity.
- D. The depression of 1837 was used by the Whigs to win control of the government in 1840. But the democratic impulse continued strong.

II. Activities

- A. Have students set the spirit of the Jacksonian era with a mural.

- B. Map Work.
- C. White House correspondents.
- D. Discussion on the election of Jackson in 1828.
- E. Biography of Andrew Jackson.
- F. Write newspaper accounts.
- G. Study of Politics of the period.
- H. Research Projects.
- I. Bank War between Jackson and Biddle.
- J. Debate.
- K. Mock Campaign.
- L. Vocabulary: "favorite son" candidate, Whigs, John Q. Adams, Nicolas Biddle, Martin Van Buren, Tariff of Abomination, nullify, doctrine of states' rights.

Northern States Build New Industries

I. Major Theme

- A. Most industrial developments were concentrated in New England, New York, Pennsylvania and in the growing cities of the Middle West.
- B. Immigrants settled in the North and Middle West, seeking opportunities provided by railroad construction and other industrial enterprises, as well as by farming.
- C. The industrial towns and cities, in which were concentrated factories, machines, manufacturers, financiers, and wage earners, were becoming a major influence in America.
- D. Industrialism strengthened democracy by making new goods available to the people and by raising the standard of living; it strengthened national unity by binding the nation together with a network of roads, canals, and railroads.
- E. Industrialism also created new problems. Conflict between workers and owners became increasingly common, and wage earners began to join together in labor unions.
- F. Industrialism transformed the North into a new and distinct section of the country, creating serious differences between North and South.

II. Activities

- A. Geography of Railroading.
- B. Picture Study.
- C. Map Work.
- D. Bulletin Board.
- E. Humorous Experience on an imaginary train trip.
- F. Urban Development in U. S.
- G. Development of Merchant Marine: oral history.
- H. Vocabulary: default, Clermont, Tom Thumb, Robert Fulton, partnership, clipper ship, Waltham System, collective bargaining, picket line, Potato Famine, American Party, Know-Nothing Party, urban.

Southern States Create a Cotton Economy

I. Major Theme

- A. The invention of power-driven machines for spinning and weaving yarn created a growing demand for cotton fiber.
- B. The invention of the cotton gin gave planters an effective machine for cleaning the seeds from cotton.
- C. Development of better methods of transportation made it possible to ship cotton to the factories in Great Britain and the Northeast.
- D. Slaves cleared the land, plowed the fields, planted the seeds, and harvested the cotton crop.
- E. As larger areas of the South were planted in cotton, slaves became increasingly numerous and valuable.
- F. Only a small percentage of Southerners were slaveowners, but they were the wealthiest, in general the best educated, and the most influential men in the South. They were the political leaders who ran the governments in the Southern States and who represented the South in the Congress of the United States.

II. Activities

- A. Map Work.
- B. Overhead Transparency projection.
- C. Illustrations.

- D. Debate on Slavery.
- E. Diaries.
- F. Written Reports.
- G. Vocabulary: free Negro, yeomen, county.

Westward Movement Reaches Pacific

I. Major Theme

- A. By the early 1800's the frontier had advanced beyond the Mississippi River, and by 1850 pioneers had crossed the 2000 mile stretch of plains and mountains to build new homes on the Pacific coast.
- B. "Manifest destiny" by which men meant that it was preordained that the United States should possess the land from sea to sea, had been fulfilled.
- C. The West was settled by people of different means of livelihood and different ideas about government from those of the North and of the South. But more important, the West was growing rapidly in population and political strength.

II. Activities

- A. Map Work.
- B. Time Line Study.
- C. Dramatization of perilous journey westward.
- D. Spanish heritage reports of California.
- E. Biographies of Sam Houston, Steve Austin, Jim Bowie, Davy Crockett.
- F. War with Mexico Discussion.
- G. Story of the Mormons.
- H. Make Posters of the California Gold Rush.
- I. Vocabulary: Hudson Bay Company, Pueblo, adobe, Comanches, Lone Star Republic, Moses Austin, Santa Anna, Manifest Destiny, Bear Flag Republic, "Halls of Montezuma," President Polk, Slidell, Treaty of Guadalupe Hidalgo, Gadsden Purchase, Donner Expedition, "Forty-Niners," Joseph Smith, Brigham Young, Sutter's Mill.

Sectional Strife Becomes Acute

I. Major Theme

- A. From 1820 to 1850, compromise maintained the Union, but tensions among North and South and the West mounted, compromise broke down, and war began.
- B. No short and simple explanation of the immediate cause of the war can be given.
- C. The great majority in the North held that the benefits of the Union were too important and the sentiment of patriotism was too precious to permit the Union to be destroyed.
- D. Many in the South who loved the Union and would have preferred to stay in it supported the Confederacy out of loyalty to the principle of states' rights, determination to protect their homes, and consideration for the position taken by kinfolk, neighbors, and friends.

II. Activities

- A. Map Work.
- B. Time Line Study.
- C. Committee Reports.
- D. Opposition Newspapers by students.
- E. Bulletin Board.
- F. Film on Civil War.
- G. Chart comparing North to South.
- H. Dramatization of Lincoln-Douglas Debates.
- I. Dred Scott Decision.
- J. Panel Reports.
- K. Vocabulary: Tallmadge Amendment, South Carolina Ordinance of Nullification, Henry Clay, W. L. Garrison, Widmot Proviso, "popular sovereignty," Free Soil Party, Millard Fillmore, Ostend Manifesto, "bleeding Kansas," James Buchanan, Judge Taney, Fort Sumter, Gen. P. T. G. Beauregard, Uncle Tom's Cabin.

Civil War

I. Major Theme

- A. After four years of bloody conflict, the war ended in victory for the North.

- B. The war ended the doctrine of secession; it strengthened the Union by increasing the power of the federal government at the expense of the states; it strengthened democracy by showing that a representative form of government could operate successfully in wartime.
- C. In the spring of 1865, the people stood on the threshold of a new era with new opportunities opening before them.

II. Activities

- A. Map Study.
- B. Discussion: Do wars solve problems?
- C. Publishing a make believe opposition newspaper.
- D. Biography of Abe Lincoln.
- E. Bulletin Board Display.
- F. Reports on the "Merrimac" and "Monitor."
- G. Civil War music.
- H. Emancipation Proclamation recording.
- I. Vocabulary: Robert E. Lee, Blue and Gray, Battles of Bull Run, Army of the Potomac, Sherman's March to the Sea, Generals: McClelland, Halleck, Grant, Meade, Picketts, "Stonewall" Jackson, New York Draft Riots, "bounty jumpers," Homestead Act, Trent Affair, Alabama settlement, Copperheads, Mason and Slidell, Andrew Johnson.

The South Is Restored to the Union

I. Major Theme

- A. President Andrew Johnson's efforts to apply Lincoln's policy by quickly restoring the Union were effectively blocked by the Radical Republicans who controlled Congress.
- B. The more extreme members of the Radical group want to revolutionize the South by transferring political power from the white leaders to the Negroes.
- C. Without power to resist by armed force, white southerners used every means at their disposal to defeat the northern reconstruction program.
- D. Unable to force their will upon the South, northerners gradually lost interest, and in 1877 the last federal troops were withdrawn from the former Confederate states.

- E. During the 1880's and 1890's, the outline of a New South began to appear.
- F. In 1900 the South was still basically an agricultural region still struggling to recover from the economic disaster of the Civil War, but the forces of industry were growing.

II. Activities

- A. Time Line Study.
- B. Group Projects.
- C. Newspaper accounts of conditions in the South.
- D. Panel Discussions.
- E. Mock Impeachment trial of President Andrew Johnson.
- F. Vocabulary: Amnesty, freedmen, Wade-Davis Bill, John Wilkes Booth, April 14, 1865, "forty acres and a mule," Charles Sumner, Thaddeus Stevens, Tenure of Office Act, Knights of the White Camellias, K. K. K., President Hayes.

social studies - level 1/transition

This course is designed to give the student an understanding of spatial relationships - and the role of man in this interaction. Students will learn to appreciate the importance of topography, climate, natural resources, and strategic placement of land to human settlement. The geography facts and skills thus learned will be applied to current events for a better understanding of world events.

Transition Geography is designed to complement Transition Science. Each unit will have games and puzzles that each student will do as one form of review. Each unit will also have maps to be labeled and studied. Student weekly current event newspapers will also be used in conjunction with map skills.

Quizzes and a test will be given for each unit which will stress vocabulary, topography, and map skills learned in that unit. Additional articles will also be provided when appropriate.

- Unit 1 - Earth
- Unit 2 - Maps and Stuff
- Unit 3 - Plate Tectonics
- Unit 4 - Climate
- Unit 5 - Bodies of Water
- Unit 6 - Population Distribution
- Unit 7 - Topography of North America
- Unit 8 - East Coast of U. S.
- Unit 9 - Middle America - Between the Mountains
- Unit 10 - Western U. S.
- Unit 11 - Alaska and Hawaii
- Unit 12 - Canada
- Unit 13 - Mexico and Central America
- Unit 14 - The Caribbean Basin
- Unit 15 - South America
- Unit 16 - British Isles
- Unit 17 - Western Europe
- Unit 18 - Eastern Europe
- Unit 19 - Soviet Union
- Unit 20 - Middle East
- Unit 21 - Africa
- Unit 22 - India
- Unit 23 - China
- Unit 24 - South Asia
- Unit 25 - Japan and Korea
- Unit 26 - Australia and New Zealand
- Unit 27 - Poles

The following is a list of resource materials for this geography course. Much of this material can be used in more than just one unit.

I. Visual Materials - Resource

A. Wall maps

1. World
2. North America
3. United States
4. South America
5. Europe
6. Asia
7. Africa
8. Middle East
9. New England
10. Write-on world map

B. Globes

20 desk globes for student use

C. Scholastic World Atlas - 60 copies

D. Reference Atlases

1. The Ocean
2. The Planet We Live On
3. Our Continent
4. The Magnificent Continent
5. Campaigns of the American Revolution
6. The Americans
7. These States United
8. Historical Atlas of the World
9. Atlas of the Bible Lands
10. Pictorial Atlas of the Bible World
11. Rand McNally - The International Atlas
12. " " - Handbook of Map and Globe Usage
13. " " - Illustrated Atlas of the Middle East
14. " " - Popular World Atlas
15. New England Weather Book
16. Nature Atlas of America
17. The World Around Us
18. Atlas - The Earth and Man
19. Concise Atlas of the Earth
20. Clouds of the World
21. Atlas of Man
22. Our Blue Planet

E. Filmstrips

1. U. S. Regional Geography

A. The West

B. The North Central States 172

- C. The Pacific States
- D. Hawaii and Alaska
- E. The Northeast
- F. The South
- G. The Lake States
- H. The Southcentral and Southwest
- 2. The Watered Planet (5)
- 3. The Living Desert (5)
- 4. How the East Was Made
- 5. How the West Was Made
- 6. Mexico Our Southern Neighbor
- 7. North America Multi-media Resource Unit
- 8. Exploring Ecology
 - A. The Mountain
 - B. The River
 - C. The Woodland
 - D. The Prairie
 - E. The Swamp
- 9. Exploring the World of Maps
 - A. The Message of Maps
 - B. Using Maps
 - C. Round Earth on Flat Paper
 - D. Surveying the Earth
 - E. The Making of Maps
- 10. Geology: Our Dynamic Earth
 - A. The Face of the Earth
 - B. The Changing Land
 - C. The Restless Earth
 - D. Geology and You
- 11. Multi-media Resource Unit - World
- 12. The World's Dry Land
- 13. Using the Land
- 14. Land and Technology
- 15. Cities
- 16. The Future: Earth in the Time Machine
- 17. Floor Plan for Spaceship Earth
- 18. Regions of North America
- 19. Climate Machine
- 20. Liquid of Life
- 21. The Dirt Show
- 22. The Frontier
- 23. Ancient Civilizations - Mesopotamia and Egypt
- 24. Digging Up America's Past
 - A. North America Before Columbus
 - B. Middle America Before Cortes
 - C. South America Before Pizarro
 - D. First Europeans in the Americas
 - E. Colonization and After

25. Multi-media Resource Unit - Near and Middle East
26. Multi-media Resource Unit - Asia
27. Great Explorers

- A. Columbus
- B. Magellan
- C. Drake
- D. Cook

28. China - a History
29. India - a History
30. Latin America - Land and People

III. Maps

There will be many kinds of maps to supplement each unit.

UNIT 1 - EARTH

I. Unit Objective - Upon completion of this chapter, students will:

1. Know differences between geographic/geological terms for the various sizes and shapes of landmasses.
2. Understand the concepts of hemisphere.
3. Be able to tell the differences between local, state, regional, and national boundaries.

II. Lessons

1. What are hemispheres
2. Geographic terms and examples
3. Boundary types and examples
4. City within a state
5. States within a country
6. Countries within a continent
7. Directions

UNIT 2 - MAPS AND STUFF

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to find places on a map or globe by using latitude and longitude.
2. Be able to use map skills by using maps of the seacoast area and N. H. State maps.
3. Find out the many and varied uses of maps and graphs.
4. Learn about color codes, scale, and symbols.
5. Understand the earth motion and its effects.

II. Lessons

1. Latitude and equator
2. Longitude and prime meridian
3. Using street maps to recognize geographical patterns and symbols
4. Highway map - how to go from here to there
5. Map types: political, etc.
6. Map key (scale, color, symbols, etc.)
7. Map distortion
8. Time - Rotation
9. Seasons - Revolution
10. Meaning and significance of latitude line (Tropic of Cancer, Capricorn, etc.)

UNIT 3 - PLATE TECTONICS

I. Unit objective - Upon completion of this chapter, students will:

1. Understand the forces which have shaped the surface of the earth.
2. Understand the nature of the ocean floor and the continents.
3. Learn about the land distribution in the past, how it has changed, and what to expect within the next 50 million years.

II. Lessons

1. Nature of the crust
2. The mantle
3. Plates and movement
4. "Land of old"
5. Volcanoes and earthquakes
6. Subduction and trench formation
7. Mountain formation and distribution
8. Plate movement today
9. Weathering and erosion
10. Plate movement within the next 50 million years

UNIT 4 - CLIMATE

I. Unit objective - Upon completion of this chapter, students will:

1. Understand the importance of the ocean to modify the climate.
2. Know difference between weather and climate.
3. Be able to identify the 3 general climatic belts and the characteristics that are found therein.
4. Be able to identify and know reasons for world desert regions.
5. Be able to identify and describe briefly the global wind system.
6. Understand the relationship between climate and human settlements.

II. Lessons

1. How the ocean modifies the world climates
2. Role of sun's rays on climate changes
3. Convective currents
4. Global circulation of air and water
5. What is weather, what is climate
6. Topography and temperature
7. Topography and rainfall
8. Monsoons
9. 0 - 30° latitude - weather and climate characteristics
10. 30 - 60° latitude - weather and climate characteristics
11. 60 - 90° latitude - weather and climate characteristics
12. Ice Age and other climatic changes through the ages
13. Climate and peoples
14. Seasons and latitude

UNIT 5 - BODIES OF WATER

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to name and locate on a map 34 bodies of water.
2. Understand the labeling procedures for bodies of water.
3. Know the economic and strategic importance of particular bodies of water.

II. Lessons

1. Map work on location and labeling of the bodies of water
2. Location and discussion of canals
3. Oceans, seas, gulfs and bays - and what defines each
4. What is a good harbor?
5. Good harbor locations in North America
6. Good harbor locations in the rest of the world
7. Economic importance of good harbors and a long coastline
8. Strategic importance of a big navy and access to bodies of water

UNIT 6 - POPULATION DISTRIBUTION

I. Unit objective - Upon completion of this chapter, students will:

1. Understand the factors that determined the choice of population settlement.
2. Know the present population density.
3. Know the birth of civilizations.
4. Understand the reasons for migrations through history.
5. Know of the controls on population.

II. Lessons

1. Population distribution of the U. S.
2. Population distribution of the world
3. Paths of migration from ancient lands
4. Why do people live where they do
5. Population density
6. Physical boundaries as a density factor
7. Controls on population through the ages
8. Industrial revolution - effects on population
9. Present day migration shifts and reasons

UNIT 7 - TOPOGRAPHY OF NORTH AMERICA

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to identify the mountain ranges and know the particular local names.
2. Be able to identify the geological and geographical sections of North America.
3. Know and identify the river system and lake systems of North America.

II. Lessons

1. Appalachian and Rocky Mountains
2. Regional names for certain sections of mountain systems
3. Name and location of major rivers and lakes of North America and what role they played in North American development
4. Eastern coastal plains
5. Eastern Piedmont
6. Interior plains and lowland regions
7. West coast mountain region
8. Plateau and basin regions
9. Pacific coast region
10. Location of important cities
11. Alaska and Hawaii

UNIT 8 - EAST COAST - U.S.

I. Unit objective - Upon completion of this chapter, students will:

1. Understand how the Appalachian Mountains determined the settlement patterns, life-style, and economic evolution.
2. Know the importance of good harbors and inland water systems.
3. Be able to name all the states and geographical regions of the East Coast.
4. Understand why the East Coast was the first settled.

II. Lessons

1. Appalachian Mountain alignment and living space and lifestyle
2. All about New England
3. All about the Mid-Atlantic States
4. All about the Southern States
5. Differences between North and South
6. Exploration and settlement
7. Importance of harbors
8. Importance of inland river systems
9. Role of Lakes Erie and Ontario on Northeast development

UNIT 9 - MIDDLE AMERICA - BETWEEN THE MOUNTAINS

I. Unit objective - Upon completion of this chapter, the student will:

1. Understand the importance of a good inland water system.
2. Know how the climate and topography determine the economy and lifestyle of regions.
3. Be able to name the states within this region.
4. Know the important economic resources within each section of this area.

II. Lessons

1. Listing of river systems within this region
2. Listing of states within this area
3. description of the topography
4. Tornado Alley and other weather features
5. Economic resources
6. Southern States/Middle States/Northern States compared and contrasted
7. Brief history of settlement patterns

UNIT 10 - WESTERN U. S.

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to name the States included in this section of the U. S.
2. Be able to compare and contrast the geologic areas found in this section and how the people have capitalized on this diversity economically.
3. Understand the economic importance of the California agricultural valleys and the forest of the Northwest.
4. Understand the role of weather and climate on the topography and economy of this region.

II. Lessons

1. To label on a map all the States and topographic features to be studied in this section
2. The role and diversity of climate in this region
3. The Great Plains - geologically and geographically
4. Farming and herding on the Great Plains, mining and tourism in the Rocky Mountains, and irrigated farming, mining, and lumbering on the Pacific Coast
5. The Cascade Mountain range and volcanoes
6. The coastal plains of the Pacific and the 3 valleys
7. A look at the early Spanish influence on the Southern part of this area

UNIT 11 - ALASKA AND HAWAII

I. Unit objective - Upon completion of this chapter, students will:

1. Understand how we came about acquiring these territories before statehood.
2. Know how the climate has affected the population density and distribution.
3. Know about oil exploration and the pipeline.
4. Know what it means to live on a volcanic island.
5. Understand the role played by tourism in the economy of Hawaii.
6. Know the strategic importance of each.

II. Lessons

1. To label on a map the important topographic features as well as population centers of both regions
2. What does it mean to be a territory rather than a state?
3. Seward's Folly
4. Hawaii and the Spanish-American War
5. Compare and contrast the 2 States in regard to location, size, and climate
6. Mineral resources of Alaska
7. A look at the Eskimo - before and after oil
8. A look at the ethnic make-up of Hawaii
9. How/why Alaska and Hawaii are so important militarily
10. Tourism - big business

UNIT 12 - CANADA

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to list the provinces, frontiers, and 4 main population centers.
2. Understand the effect that its climate has had on its development.
3. Understand the role played by the U. S. and Great Britain in the Canadian economy.
4. Know the 6 distinct topographic regions of Canada.

II. Lessons

1. Label on a map the provinces, major cities of concentrated population
2. A look at Canada in terms of latitude, climate and topography
3. Settlement pattern and the effect of poor transportation, climate, and topography
4. Natural resources of Canada
5. Brief look at Canadian history and its ties to Europe
6. The proximity of the U. S. (and a 6,378 kilometer boundary) and other tying bonds

UNIT 13 - MEXICO AND CENTRAL AMERICA

I. Unit objective - Upon completion of this chapter, students will:

1. Comprehend the various topographic features of this area.
2. Understand the role of religion in this area.
3. Examine the ancient civilizations of the region as compared to Europe.
4. Understand the relationship of topography and population distribution.
5. Understand the role that Spain played in the region's history.

II. Lessons

1. Label on a map the countries of Central America and Mexico and other geographic and geological features
2. Why people live in the lowlands of Central America
3. Mexico - Land Baron versus peasant
4. Mexican-American relations
5. Catholicism, dictatorship, and Communism
6. "Banana Republics"
7. Spain - conquest and rule
8. Role of the U. S. - Panama Canal

UNIT 14 - THE CARIBBEAN BASIN

I. Unit objective - Upon completion of this chapter, students will:

1. Know the ways in which the countries of the Caribbean area differ from the other countries of Latin America.
2. Know the type of land that makes up most of the land area of the Caribbean nations.
3. Understand the present-day strategic value of the Caribbean basin.

II. Lessons

1. Label the islands that make up the Caribbean basin
2. Different economic systems
3. Different colonial powers and their effect on the area
4. Cuba and its role then and now
5. Tourism
6. Cuban missile crisis and the strategic value of the Caribbean area

UNIT 15 - SOUTH AMERICA

I. Unit objective - Upon completion of this chapter, students will:

1. Understand the role of topography in population patterns and economic development.
2. Appreciate the importance of the Amazon basin.
3. Know a little something about each country and be able to label them on a map along with topographic features and important cities.

II. Lessons

1. Label each country on the map provided
2. Label the river system and important cities
3. Brazil: land of potential
4. Colombia - Ecuador - Peru - Chile: mountain countries and Indian countries
5. Argentina - Uruguay - Paraguay - Bolivia: farm countries
6. Venezuela: oil
7. European countries: Guyanas and Surinam
8. Religion in Latin America

UNIT 16 - BRITISH ISLES

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to label the different countries of the British Isles, the important cities, and the topographic features of these islands.
2. Be able to identify the natural assets that have helped Britain's economy and to know which assets are more important today.
3. Know the importance of geography to the development of Britain - and the importance of its navy.

II. Lessons

1. Label the countries - geographically and politically
2. Role played by the British military - army and especially navy - in political and economic development
3. Colonialism
4. Britain's relations with its neighbor in the past
5. What is the British commonwealth?
6. Scotland
7. Ireland - North & South
8. Role of religion in Britain
9. Britain in the modern world

UNIT 17 - WESTERN EUROPE

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to label the countries and important cities of this area as well as topographic features.
2. Be able to describe the location of each major climate and its effect on the economy and way of life.
3. Understand the economic and military relationships of Western Europe.
4. Know a little historical perspective of each country.

II. Lessons

1. Label all of the countries and important cities of Western Europe.
2. Locate and label the major topographic features of Western Europe.
3. A few facts about the following countries: Spain, Portugal, France, Germany, Italy, Greece, Switzerland, Austria, The Low Countries, and Scandinavia
4. How the climate varies from very cold to very warm
5. The effects of climate on the economy
6. The Common Market
7. NATO
8. The division of Germany

UNIT 18 - EASTERN EUROPE

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to identify and describe the location of the countries of Eastern Europe.
2. Be able to describe the topographical features of the countries of Eastern Europe.
3. Understand how countries' boundaries have changed over time.
4. Understand the relationship between Eastern Europe and the Soviet Union.

II. Lessons

1. Label the countries and important cities of Eastern Europe
2. Identify the major topographic area
3. Economy and natural resources of these countries
4. COMECON economic pact
5. Warsaw military pact
6. A brief history of: Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Yugoslavia, and Albania
7. The role of the Soviet Union to the countries of Eastern Europe

UNIT 19 - SOVIET UNION

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to compare and contrast the western part of Russia to its eastern territory.
2. Understand the climate difference and how this relates to population distribution and their economy.
3. Be able to locate the regions, rivers, important cities, and topographic features of the U.S.S.R.
4. Understand Russia before and after World War II.
5. Understand about the Communist system.

II. Lessons

1. Label the important cities, rivers, regions, and other topographic features
2. Western Russia - European in nature and customs
3. Eastern Russia - Asian in nature and customs
4. Historical view of the growth of U.S.S.R.
5. Various climatic regions and its effect on population distribution
6. Natural resources of the U.S.S.R.
7. Russia under Communism
8. Russia's relationship with its neighbors
9. Warsaw Pact
10. Russia as a world power
11. Russia and its lack of good harbors
12. Cold War

UNIT 20 - MIDDLE EAST

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to locate the different countries, bodies of water, important cities, and topographic features.
2. Understand the role of climate on the economy and lifestyle of this region.
3. Understand the role of religion in development of culture.
4. Understand the importance of oil on the economy of the region as well as a weapon.

II. Lessons

1. Label the countries of the Middle East
2. Fertile crescent
3. Agriculture vs. desert
4. Location of topographic features
5. Oil - a natural resource
6. OPEC
7. Israel vs. the Arab Nations
8. Importance of the Suez Canal
9. Oil as a weapon
10. Arab-Israeli wars
11. Rise of Arab nationalism
12. Importance of water to the Middle East

UNIT 21 - AFRICA

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to locate the countries of the African continent by section North, East, Central, West, and South.
2. Locate the topographic features of this continent.
3. Know the various ethnic groups: Arab, Black, and White Europeans.
4. Understand Africa in historical perspective and recount its colonial history from early European colonization to independence and beyond.

II. Lessons

1. The Northern countries
2. Life in the Sahara
3. Egypt and the Nile
4. Nomad culture
5. West Africa - countries and topographic features
6. Physical advantages of West Africa - good climate, natural resources, and position
7. Highly developed societies and political kingdoms
8. Effects of colonialism on West Africa
9. Topographic features of Central Africa
10. Congo basin
11. The effects of a hot, wet climate on the economy and way of life
12. Label the countries of Central Africa
13. Political problems in Central Africa
14. Economic resources of Central Africa
15. South Africa - climate and topography
16. European settlement - Black vs. White - Apartheid
17. Minerals and mining
18. The Boers
19. East Africa - topography and countries
20. Compare-contrast this area to the other sections
21. Prospects for East Africa
22. The Rift Valley
23. What it means to be poor and backward

UNIT 22 - INDIAN SUBCONTINENT

I. Unit objective - Upon completion of this chapter, students will:

1. Be able to name all the major cities of this area of the world.
2. Understand how a subcontinent differs from a continent.
3. Understand the different geological and geographical sections of this subcontinent.
4. Understand the different religious, social, and cultural differences.

II. Lessons

1. What is a subcontinent
2. The role of Himalayan Mountains
3. Topography of the subcontinent
4. Brief history of its people
5. The countries of the subcontinent
6. India - important areas
7. Pakistan and Bangladesh
8. Religion - Hindus vs. Muslims
9. Nepal and Bhutan
10. The problems of population
11. Subcontinent's future

UNIT 23 - CHINA

I. Unit objective - Upon completion of this chapter, students will:

1. Know how the rivers of China function in the region's economy, especially in its agricultural development.
2. Understand the problems created by its large population and the steps taken to solve these problems.
3. Recognize the many topographic features.
4. Understand the relationship between ruler/government and the people.
5. Understand the fears of the neighbors around China.

II. Lessons

1. Label on a map the river systems, important cities, and other topographic features
2. Mongols and the Great Wall of China
3. The varied climate of China
4. The monsoon
5. Geographic distribution of China's population
6. The role played by the rivers in the economy and population concentrations
7. China and its neighbors
8. Rise of Communism
9. Hong Kong
10. Taiwan
11. Korean War - and after
12. Population control
13. China in the future

UNIT 24 - SOUTH ASIA

I. Unit objective - Upon completion of this chapter, students will:

1. Understand how the various topographies have shaped the economy and cultures of the regions.
2. Know what it means to be in the shadow of China.
3. Learn about the different European nations that had a varying amount of influence on the region.

II. Lessons

1. Label all the countries and island nations of South Asia
2. Label the various topographic features
3. Importance of the Mekong River to the agricultural economy of this area
4. Short history of this war-torn region and why
5. Meaning of colonialism as a foreign policy
6. American involvement in this area
7. Strategic importance of South Asia in world military/political situations
8. To be totally dependent on the elements

UNIT 25 - JAPAN AND KOREA

I. Unit objective - Upon completion of this chapter, students will:

1. Know the major geographical locations and the topography of each.
2. Understand the effects of wars on each; also the state of affairs between the two countries through history.
3. Understand how a natural resource poor country like Japan can still be an economic giant.
4. Understand political situation in Korea - North and South.

II. Lessons

1. Label the important cities and islands of Japan
2. Describe the topography of Japan and how it affects farming and population density
3. The strategic position held by the Japanese islands to Asia
4. How the Japanese have coped with little room and few natural resources
5. Japan and "The Bomb"
6. Korea before and after World War II
7. Political situation in Korea

UNIT 26 - AUSTRALIA AND NEW ZEALAND

I. Unit objective - Upon completion of this chapter, students will:

1. Understand how the harsh physical and climatic conditions have shaped a tough people.
2. Understand the role of England in colonizing and shaping these areas.

II. Lessons

1. Label on a map the important topographic features, cities, and transportation facilities
2. Aborigines - the original population
3. What biological isolation means
4. English dumping ground - Botany Bay
5. What sheep mean to this area
6. "Down under"
7. Natural resources
8. What it means to be in the British Commonwealth

UNIT 27 - POLAR REGIONS

I. Unit objective - Upon completion of this chapter, students will:

1. Understand how the Polar Regions differ.
2. Understand how the earth's tilt produces the 6 months of darkness, 6 months of daylight.
3. Know how Eskimos can exist at the North Pole.
4. Know how other countries regard these Polar Regions.

II. Lessons

1. Label the extent of each Polar area in terms of latitude
2. Climate of each area - especially temperature ranges
3. The continent of Antarctica
4. The nature of the Arctic - ice build-up without land
5. Earth inclination and its effect on day and night at the Poles
6. Life of the Eskimos
7. Icebergs of both Poles
8. Argentina and the South Pole
9. International expeditions to the Poles

vocational education

Philosophy of Vocational Education

According to E. F. Mitchell, Cooperative Vocational Education - Principles, Methods and Problems (1978), "A point of view prevalent in the emerging philosophy of public school education is that all education that equips the individual with the skills and knowledge needed to enter and make progress in the world of work at any level, skilled or professional, is vocational education." Mitchell further states that vocational courses adopted by an institution must work economically and must also "be flexible enough to adapt to student needs, which vary from year to year."

Although the basic purposes of vocational programming at Portsmouth High School are to prepare our students for entry level positions in industry, or for education beyond the high school level, the Vocational Department Statement of Philosophy (see PHS Curriculum Guide, 1981, page 1) is consistent with Mitchell's definition. This philosophy states that:

- all disciplines at Portsmouth High School strive to promote compassion, truth, understanding and knowledge, and to educate its young people to think analytically, constructively, creatively and realistically
- the school in cooperation with the home and community should teach good practices in health, physical development and safety
- all students should receive an education relevant to their individual needs
- the vocational education goals (Curriculum Guide, page 2) and experiences provided will lead to economic self support and psychological self satisfaction
- the concept of equal access for disadvantaged and handicapped with a need for special services is promoted
- the school provides career exploration, life-long educational opportunities, cooperative education, youth organizations, enrichment opportunities and concern for the community

Program Descriptions

Each of the nine vocational programs asks for a commitment of two years. The first year emphasizes concepts and orientation to a particular field of study. The second year requires completion of projects encountered in the real world of work.

The common goals shared by each of the occupational programs are to provide each student with the skills necessary in seeking employment, the opportunity to develop leadership skills and good work habits through the use of simulated learning experiences, exploration of careers in each area of study, and cooperative education in the community. In achieving these goals, students will be observed for their attitudes toward work, peer cooperation, absenteeism, safety practices, tardiness, skill development, and initiative in accordance with the philosophy of the Portsmouth School System. Vocational education provides for the unique needs, experiences and varying abilities of individuals. It also provides a realistic balance between the vocational interests of the individual and the needs of business, industry, and society. Vocational education is offered to all students at Portsmouth High School. The courses are elective; female and male students are encouraged to study fields of a nontraditional nature, if they so desire.

The nine vocational offerings (as listed in the 1983-84 PHS Program of Studies) are:

1. Office Occupations which includes majors in Accounting-Computing Office Procedures, Secretarial Office Procedures, and Clerical Office Procedures.
2. Marketing and Distributive Education covers the development of skills from cashiering, merchandising and stock control to business management, marketing, and sales promotions.
3. Vocational Child Care is designed to teach skills associated with child care careers through the use of a combined classroom/laboratory approach. The students apply the skills which they learn in the classroom--play and learning, discipline, and health and safety procedures--to their work with small children in the lab.
4. Vocational Food Service, besides offering an understanding of food service careers, emphasizes in a lab environment, safety and sanitation techniques, use of tools and equipment, and a wide range of food preparation skills.
5. Vocational Welding offers practical experience in developing entry-level skills for entering the welding industry as welders, metal fabricators, heavy equipment repair, maintenance person, or steel worker. A certificate program in arc welding is offered.
6. Machine Trades offers the development of skills which will enable students to seek employment as lathe operators, milling machine operators, grinder operators or drill press operators. Concepts of mass production are stressed, as well as good work habits.
7. Vocational Building Trades offers development of skills and practical experience in masonry, plumbing, electricity and carpentry. The program provides methods used in the house-building industry and requires in Building Trades III that students be involved in a project that is beneficial to the community.

8. Auto Body provides students with the basic techniques of repairing and painting automobiles. The students complete auto body repair tasks from oxy-acetylene welding and repairing sheet metal damage, to frame straightening and alignment, and spray painting.
9. Vocational Automotive equips students for employment as service station mechanics, apprentice mechanics and related sales of automotive parts and/or vehicles. After the development of skills in safety and use of hand and power tools, the students become competent in several automotive areas, for example, brakes, fuel and cooling systems, front end alignments and State Safety Inspection procedures.

Vocational students are encouraged to participate in special projects and workshops by joining vocational-related youth groups such as HERO, FHA, VICA, and DECA.

Vocational Advisory Committees

The use of advisory committees became legally required with the passage of the 1978 amendments of the Vocational Act of 1963. This act funds federal and state advisory councils. State plans for vocational education mandate the use of local advisory groups where appropriate. Portsmouth High School's Vocational Department utilizes this concept of the local advisory committee, as well as local craft committees.

The Vocational Advisory Committee meets at Portsmouth High School on a regular basis--minutes of such meetings are required by the New Hampshire Department of Education. The Committee consists of representatives from the various trade industries, and school personnel. The Committee is considered to be the linkage between the school and industry and the basic responsibilities of its members are:

- maintaining open lanes of communication with job and career information
- using individual expertise in providing curricula advice
- assisting in locating work stations for cooperative education students
- participating in providing scholarships for vocational students
- contacting appropriate people at the local and state level in regard to appropriations and legislation
- making recommendations relating to the educational processes and vocational plans
- assisting in publicizing vocational education activities
- opening doors for field trips
- serving as guest lecturers and occupational advisors

The Craft Committees are developed by each of the nine program department heads or coordinators. The members of craft committees are advisors in recommending instructional changes in specific occupational programs. Their responsibilities usually include:

- recommendations for competent staff
- assistance with public relations
- location of work stations
- advice on curriculum and related equipment and resources
- general assistance in keeping the program current with any changes in the field

One member from each of the craft committees is represented on the Vocational Advisory Committee. Please see Advisory Committees - Education, Business and Community - A Cooperating Activity, Kenneth Webber, December, 1980, for further information regarding development and utilization of local advisory committees in vocational education.

Cooperative Education

Approximately 400 juniors and seniors are currently enrolled in nine vocational programs at Portsmouth High School. All of these students are considered to be eligible for the cooperative education program. The vocational coordinator works with the classroom teachers, guidance counselors and other support staff, as well as representatives from the business community, in selecting appropriate students for placement in part-time, cooperative education training stations, which are designed to promote students' career goals. Employers are responsible for offering supervised, structured training (agreed upon in the Training Profile), adhering to child labor laws, and evaluating student-trainee performance. The student must also meet the requirements of New Hampshire cooperative education, as well as the requirements of their vocational courses.

Follow-up studies of vocational graduates (i.e., Burkett, 1972) indicate that a majority of vocational graduates do get jobs in the field for which they are trained, or in closely related fields. In the past, informal verification of vocational department graduates at P.H.S. indicates that the program is reaching this objective of gainful, related employment or placement upon graduation.* There is also evidence that the cooperative education graduates meet the figures released in November of 1982 in the New Hampshire Vocational Fact Sheet which reports that 1981-82 cooperative education graduates were 62% more likely to be employed in a job related to their vocational training. The Fact Sheet also states that the cooperative education graduate earned 50¢ more an hour in average pay than did the non-cooperative education graduate--this calculated to \$20 per week and \$1,040 per year.

*The vocational director, in cooperation with the Secretarial Office Procedures students, is currently conducting a formal survey of P.H.S. vocational graduates. Some information regarding employment, salaries, etc., has been returned to the school--results will be released as soon as possible.

Vocational Support Center

The Vocational Support Center, Room 22 in the vocational wing, provides services to P.H.S. students on a referral basis (see attached referral form). Classroom teachers, guidance counselors, administrators and other support personnel may refer a student to the VSC for services. Students are referred for the purposes of assessment in order to insure that student interests, aptitudes and program placement are compatible; assuring that students are aware of the vocational options which are open to them; assistance in overcoming areas of deficiency which may prohibit them from progressing in their vocational programs. The results of vocational assessments are discussed with students and school personnel. These results are used as an aid in providing appropriate career counseling. They help to indicate whether students' academic courses are relevant to their program and career goals. It is important that services be offered quickly and efficiently--VSC staff prepare IEP's and IVEP's where appropriate, outlining precise services to be performed by school personnel, responsibilities of the student, and the monitoring process. There were approximately 150 students serviced during the first semester of the 1982-83 school year. Examples of VSC staff services, and IEP/IVEP activities are listed below.

Examples of VSC Services

Work with guidance department, teachers, administrators and other staff in order to advise students in researching and selecting career goals

Offer assistance in developing job search and job keeping skills

Provide vocational assessments to measure occupational strengths and weaknesses and discuss results of such assessments with students

Provide tutorial services

Organize individualized, skill-building programs, computer based, i.e., spelling, math, typewriting

Provide tours explaining VSC services to potential vocational students, to teachers and visitors

Meet with students when referred to discuss IEP/IVEP objectives and monitoring processes

Examples of IEP/IVEP Activities

Student will:

Attend after-school make up classes when appropriate

Decrease tardies, increase attendance

Increase frequency in following program rules and regs

Receive instructions in more than one learning mode

Work under supervision

Accept constructive criticism

Review for assignments, tests, etc., with staff members

Show class notebook to teacher at regular intervals to determine that they are complete and accurate

Participate in class discussions

Complete tasks which have time limits in an appropriate manner

Be given tests orally

Be given additional time to complete tests

Complete vocabulary assignments related to program

Attend to each task until it is completed

Involvement of Classroom Teachers

Faculty members play an important role in the success of vocational education. They strongly influence student attitudes and values towards the world of work. Teachers continue to enhance Portsmouth High School's vocational programs by:

- teaching occupational and related skills
- instilling healthy attitudes towards work and towards one's self
- referring appropriate students for VSC services
- assisting in developing IEP's and IVEP's
- assisting in the selection of cooperative education students
- attending student conferences with parents and staff in order that information regarding students' strengths and weaknesses in their vocational programs be supplied
- offering individualized instruction based on students' needs

SUMMARY

The emerging philosophy of vocational education is that all education which prepares students for employment may be considered vocational. Therefore, college courses may be considered vocational when they precede college entrance in preparation for employment. Many schools, however, continue to distinguish those courses which prepare for employment without a degree as

"vocational" and those courses which prepare students for college as "college preparatory."

Vocational students here at Portsmouth High School are eligible to take courses such as algebra, calculus, chemistry and foreign languages, and in some cases they do take such courses in order to enhance their vocational training. Usually the major thrust of their programming is to complete courses which enable them to enter a specific occupation, or to enter schools for advanced vocational or technical training.

As previously mentioned, there are approximately 400 students enrolled in Portsmouth's vocational department. This year there are many students who are enrolled in Vocational Food Service, Vocational Auto and Vocational Welding, although heavy enrollment in courses seems to shift from year to year.

Most of the 400 students have been serviced by Vocational Support Center staff, mainly in the area of vocational assessment; Individual Education Plans have been written for the students who encounter some difficulties in meeting all of the requirements of their vocational program. Although many of the students hold part-time jobs after school, approximately 15% are enrolled in our Cooperative Education Program where they work in jobs related to their occupational major. On-the-job supervisors work closely with the co-op coordinator and vocational teachers in setting goals for the students and in fulfilling all New Hampshire State cooperative education requirements.

REFERRAL FORM

The following student is experiencing difficulty in his/her vocational program.

Name of Student _____ VOG _____

Vocational program _____

Reason for referral:

____ academic problem
comments: _____

____ performance problem
comments: _____

____ I would like student to be assessed
in the area of
comments: _____

____ other problem
comments: _____

Submitted to Vocational Office by: _____

Date _____